

## Evaluation Summary

Age range	Years 3 and 4 in academic year 2016/17
Number of pupils	15,000
Number of schools	200
Design	Cluster-randomised effectiveness trial
Primary Outcome	Combined Key Stage 2 maths and reading

## Intervention

Philosophy for Children (P4C) is an approach to teaching in which students participate in group dialogues focused on philosophical issues. Dialogues are prompted by a stimulus (for example, a story or a video) and are based around a concept such as 'truth', 'fairness' or 'bullying'. The aim of P4C is to help children become more willing and able to ask questions, construct arguments, and engage in reasoned discussion. P4C was originally developed by Professor Matthew Lipman in New Jersey, USA in 1970 with the establishment of the Institute for the Advancement of Philosophy for Children (IAPC).

The Society for the Advancement of Philosophical Enquiry and Reflection in Education (SAPERE), a non-profit society, promotes the use of P4C in UK schools along with developing teaching resources and providing teacher training courses. P4C is practised across all education age ranges. SAPERE's model of P4C differs in some ways from Lipman's original conception. In particular, there is no use of specially written philosophical novels. Materials recommended by SAPERE include stories, poems, scripts, short films, images, artefacts, and picture books. However, Lipman's central aim of creating a classroom 'community of enquiry' is retained along with the broad sequence of activities that constitute a P4C session.

Intervention schools will receive training and support over three years, with the intention of reaching SAPERE's Gold Award level of P4C practice. For each school, the programme will consist of the following elements:

- 2 days of P4C Foundation Training (Level 1) for up to 25 staff: this equips teacher to start facilitating P4C enquiries with their students, and covers the basic principles of P4C practice, the standard enquiry model and provides an opportunity to experience a model enquiry;
- 1 day of P4C Tools for Thinking Together Training for up to 25 staff; this provides staff with additional facilitation techniques and practical guidance in encouraging stronger reasoning and conceptual thinking among students:
- 4 days of Advanced P4C Training (Level 2A and 2B) for 2 staff; Level 2A gives the school's P4C leaders advanced facilitation techniques so that they can support colleagues who are less advanced in their P4C practice; Level 2B gives the P4C leaders guidance in how to plan

for the development of the school's P4C practice, how to link P4C into the broader curriculum and how to handle sensitive and controversial topics that may arise in an enquiry;

- 7 days of in-school P4C coaching and support; the SAPERE trainer tailors the content of these days to the school's needs; they may include demonstration, observation or co-teaching by the trainer, or planning with the P4C leader or remedial work with teachers who need extra assistance, or specialist advice on linking P4C to literacy, for example;
- 5 days of remote administration and planning support; these are for ad hoc support on the implementation of P4C and may include guidance on the Bronze, Silver and Gold award applications;
- Unlimited access to SAPERE's online P4C resources and practice guides; these include a wide bank of suggested enquiry stimuli, a Getting Started Guide, a Moving On with P4C guide, a range of teaching materials and example enquiry plans and the Award framework which sets out a detailed progression for P4C practice across student, teacher and whole school dimensions;
- 2 reference copies of SAPERE's Level 1 and Level 2 handbooks;
- Application and assessment fees for SAPERE's Bronze, Silver and Gold awards.

The initial training will be delivered as INSET days to up to 25 teaching staff between March and October 2017. These teachers will introduce weekly P4C sessions for Year 4, 5 and 6 classes from September 2017 onwards.

## **Significance**

P4C has been the subject of a number of studies since the 1980s, these have had various methodologies, but have consistently shown impacts on logical reasoning and reading. Gorard et al. (2015)<sup>1</sup> represented the first large-scale evaluation of the impact of P4C on attainment in English schools. The study in 48 schools showed that P4C had a positive impact on Key Stage 2 attainment, with pupils using the approach making approximately two additional months' progress in reading and maths. The Gorard et al. (2015) trial was classified as an effectiveness trial, meaning that it sought to test whether the intervention can work at scale. However, because of the relatively small number of schools involved, this study aims to obtain a more secure estimate of the impact of P4C on all children and particularly on children eligible for free school meals.

## **Methods**

### **Research questions**

The primary research question of the impact evaluation is whether using the P4C approach improves pupils' attainment in Key Stage 2 reading. Secondary outcomes of this study are whether using the P4C approach improves pupils' Key Stage 2 mathematics and social skills, measured using an adapted version of a questionnaire used by Gorard et al. (2015) and SAPERE as part of other evaluations of P4C. The questionnaire will be administered with only one cohort: those in Year 4 in academic year 2016/17.

The process evaluation was designed to build on the Gorard et al. (2015) study and to assess fidelity to treatment. It seeks to collect the views of teachers, school staff members, and pupils regarding

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<sup>1</sup> Gorard, S., Siddiqui, N. and See, BH. (2015) Philosophy for Children Evaluation report and Executive summary. Education Endowment Foundation: London. [[Available online](#)]

P4C impact and implementation. It will also explore the one-off and on-going costs for schools associated with implementing P4C.

## **Design**

The impact evaluation will use a cluster-randomised design to identify the causal effect of the intervention on attainment. Schools will be randomly allocated to receive the intervention or business-as-usual control. Schools allocated to the intervention group will receive training and support over three years, while schools allocated to the control group will continue teaching as normal and will be asked not to use P4C materials during the first two years, or for year 6 pupils in the third year.

## **Randomisation**

Schools will be randomised to intervention or control by simple randomisation. There will be two randomisation blocks: one in January 2017 and another in March 2017. The first randomisation block will be divided into intervention and control according to the expected 75:125 overall ratio, in expectation that we allocate 75 schools to intervention and 125 schools to control overall. If the number of recruited schools is below 200, we may adjust the proportion randomised in the second randomisation to increase statistical power (by achieving a level of balance) while having no more than 75 intervention schools, to aid intervention delivery.

Randomisation will be carried out by a statistician at NFER using SPSS v.21 and a full syntax audit trail will be published in the report.

## **Participants**

Junior and primary schools that include pupils in year groups four, five and six will be considered for eligibility in the trial. Schools recorded in the 2015 annual school census data as having more than 25 per cent of their pupils that have ever been eligible for free school meals (EVERFSM-eligible) and have not previously implemented whole-school P4C will be eligible for the trial.

All schools that satisfy the eligibility criteria will be sent a letter addressed to the headteacher, inviting them to participate in the trial. Schools will be required to return a memorandum of understanding and a reply form signed by the headteacher to register their participation. They will also be required to assist with the collection of pupil data and the administration of a questionnaire to pupils before being formally considered as participants in the trial and randomised. Pupil data collected from schools will consist of: Unique Pupil Numbers (UPNs), names and dates of birth. Non-responding schools will be reminded by letter, email and telephone in a systematic way to ensure underrepresented school types are prioritised. Reminding will continue until the desired number of participating schools is achieved. Representation will be sought for the following two measures: region and Key Stage 2 performance.

Once a school has returned a reply form indicating their willingness to take part, a member of NFER staff will telephone the signatory and reiterate the requirements of taking part. This extra stage of the recruitment process has been introduced in view of reducing attrition during the trial. During this call we will check that the school has not previously carried out whole-school P4C, whether they have done anything similar to P4C in the past and whether they were planning to anyway in the future.

Up to 220 schools who have already successfully submitted pupil data will be invited to complete the baseline questionnaire in view of a maximum of 200 going forward to randomisation. In the event that more than 220 schools are eligible and agree to participate, schools will be selected on the basis of representation for region and Key Stage 2 performance.

The total cost of three years of P4C for a school is £10,500. As an incentive to recruitment and retention throughout the trial, schools randomised to the intervention group will have the cost of the P4C programme subsidised. They will only have to pay £1,600 per year for three years (£4,800)

towards the cost. Control schools will receive the equivalent amount of subsidy, i.e. £5,700, at the end of the 2019 summer term.

## Outcome Measures

The primary outcome measure of the impact evaluation will be the 2019 Key Stage 2 reading scaled score for EVERFSM pupils. These pupils are in year 4 in 2016/17. The measure will come from the National Pupil Database; as will the pre-test measure of Key Stage 1 reading score.

Secondary attainment outcomes will consist of:

- 2019 Key Stage 2 maths scaled score;
- 2020 Key Stage 2 reading scaled score;
- 2020 Key Stage 2 maths scaled score.

For details of subgroups see 'Analysis' section.

A non-attainment secondary outcome will be collected from a social skills questionnaire in summer term 2019 of pupils in year 6 in 2018/19. The questionnaire is an adapted version of a questionnaire used by Durham University as part of a separate evaluation of P4C (funded by the Nuffield Foundation). The post-intervention questionnaires will be administered by NFER test administrators. Test administrators will not be told which group (intervention or control) the school was allocated to and will be encouraged not to discuss the intervention with teachers and to administer the questionnaire as they normally would. Using test administrators will ensure unbiased administration of the questionnaire and good follow-up. A baseline measure will be administered by schools to year 4 pupils (the same cohort) in spring term 2017. Submission of the baseline questionnaire will be a condition of randomisation, which will ensure that random allocation occurs afterwards and administration is therefore unbiased.

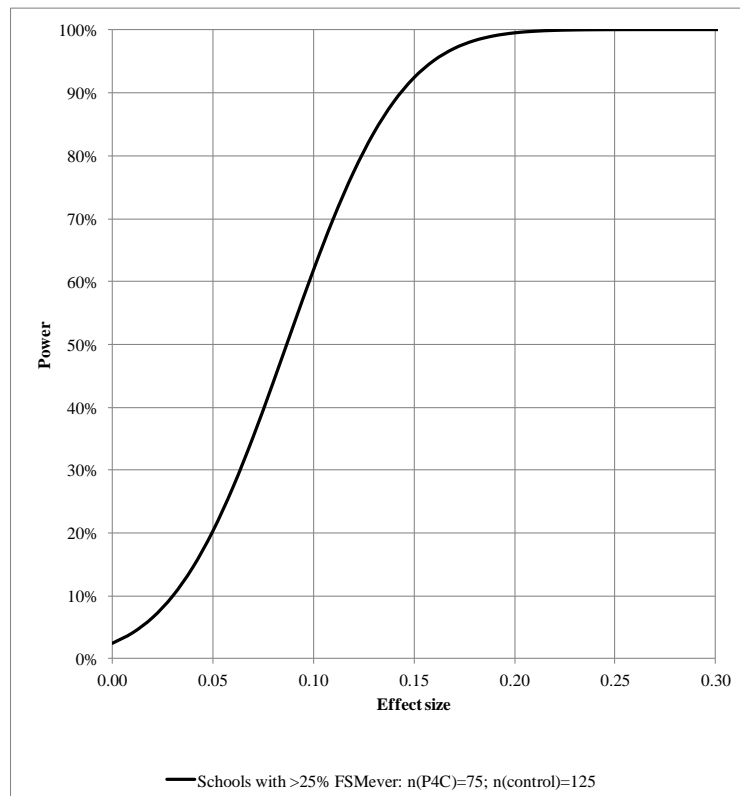
## Sample size calculations

The sample size has been determined by the need to ensure the design can detect a reasonably small effect size (0.125) among EVERFSM-eligible pupils. The capacity of the developer to deliver training across a large number of schools across different areas of England during two school terms was also taken into consideration when deciding the ratio of intervention to control schools.

The aim of the evaluation is to recruit 200 eligible schools to participate. 75 schools will be randomly allocated to the intervention group, while 125 schools will be allocated to the control group. Given our assumptions about the number of EVERFSM-eligible pupils per eligible school, the intra-cluster correlation and the correlation between pre-test and post-test, the design will be powered to detect an effect size of 0.125 among EVERFSM-eligible pupils<sup>2</sup>. Balancing the proportion of intervention and control schools (100 vs 100) would have given the design marginally higher power (83.0% compared to 80.5%), but has the potential to cause delivery issues for the developer.

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<sup>2</sup> Average number of EVERFSM-eligible pupils per eligible school = 14.4; ICC = 0.137 (the higher of reading and maths; taken from [https://educationendowmentfoundation.org.uk/public/files/Evaluation/Writing\\_a\\_Protocol/ICC\\_2015.pdf](https://educationendowmentfoundation.org.uk/public/files/Evaluation/Writing_a_Protocol/ICC_2015.pdf)); correlation between pre-test and post-test (the lower of reading and maths; taken from [https://educationendowmentfoundation.org.uk/public/files/Evaluation/Writing\\_a\\_Protocol/Pre-testing\\_paper.pdf](https://educationendowmentfoundation.org.uk/public/files/Evaluation/Writing_a_Protocol/Pre-testing_paper.pdf)) = 0.73.



## Analysis

We will produce a Statistical Analysis Plan following the EEF template in advance of receiving follow-up data and append this to the trial protocol. We will specify this with enough detail to enable others to replicate the analysis exactly. Analysis will follow current EEF guidelines. Specifically, we will construct a multi-level regression model with two levels (school and pupil) of KS2 reading scaled score with a set of region dummy variables (to account for stratified randomisation) and two further covariates: 'KS1 score in reading' and 'intervention group'. We will convert the coefficient for intervention group to a standardised effect size with 95 per cent confidence interval.

The primary analysis will be for EVERFSM-eligible pupils, with an all-pupil analysis as a pre-specified subsequent analysis. We will follow these analyses with a series of further pre-specified secondary and sub-group analyses. We will analyse reading and maths results separately and explore an EVERFSM-by-intervention interaction. Given that further subgroup analysis performed by Gorard et al. (2015) indicated improvements in cognitive ability test scores for pupils for whom English is an additional language (EAL), an EAL-by-intervention interaction will also be investigated. Given a possible differential impact of P4C on children of different abilities, we will include an interaction between intervention and prior attainment. All subgroup analysis will be performed using variables obtained from the National Pupil Database (NPD).

We will also include an on-treatment analysis, probably Complier Average Causal Effect<sup>3</sup>. We will incorporate fidelity information from SAPERE's awarding scheme to categorise schools according to how far through the 'Going for Gold' programme schools have progressed at summer 2019 and summer 2020. The table below shows the categories, derived from the SAPERE bronze/silver/gold awarding scheme. Schools are assessed against the criteria when they make an application for an award. To ensure every school has a measure of fidelity for the analysis, schools that have not recently submitted an application for an award will be assessed against the criteria by a SAPERE trainer. By summer 2019 SAPERE expect intervention schools to have done the bronze award and

<sup>3</sup> Gerber AS, Green DP. (2012) Field Experiments: Design, analysis and interpretation. WW Norton and Company, New York.

meet 50% of the criteria<sup>4</sup> for the silver award, and by summer 2020 to have done the silver award and meet 50% of the criteria for the gold award.

Summer 2019	Summer 2020
Bronze + 50% Silver, or above	Silver + 50% Gold, or above
Bronze, but not at 50% Silver	Silver, but not at 50% Gold
Below Bronze	Bronze, but not Silver
	Below Bronze

We will also explore the generalisability of the results through the use of propensity scoring (Stuart et al., 2010)<sup>5</sup>. For example, the control group may differ systematically from the population of high EVERFSM schools on key school-level factors that might be related to the primary outcome. Propensity score weights could be used in a sensitivity analysis to determine how the result from the primary outcome model varies as a result of correcting for this lack of representativeness.

## Implementation and process evaluation methods

The process evaluation will add value to the Gorard et al. (2015) study. It will help explain why impact has or has not been achieved and gain further understanding about how the programme works in the 'real world'. Overall, the process evaluation will focus on:

- what works in implementing the P4C programme in schools. This will involve exploring the key factors that facilitate teachers' full engagement with, and use of, the P4C programme, to probe the types of peer and management support, school and curriculum innovation, and leadership, which equip teachers with the drive and direction to deliver the programme.
- how schools are using the recently-developed P4C progress indicators to disseminate and explain individual and class performance to pupils and teachers. This will provide insights into this important new dimension of the P4C programme, by establishing how useful schools find the indicators for providing feedback on the progress made by pupils in their thinking and reasoning skills as a result of participating in the programme.
- whether there is capacity to support the delivery of a scaled-up P4C programme.

The process evaluation will comprise four stages.

1. Develop a Theory of Change (ToC) which shows and explains the interrelationships between P4C programme aims, assumptions, approaches and resources, outputs, outcomes and impact. The ToC will be developed in collaboration with SAPERE through an Intervention Delivery and Evaluation Analysis (IDEA) workshop. A Template for Intervention Description and Replication (TIDier) will also be completed.

2. Conduct up to 30 exploratory telephone interviews with P4C leads and/or a member of the senior leadership team in up to 15 schools, selected at random from the list of P4C intervention schools, in autumn term 2017. The purpose of the interviews will be to gain an understanding of the intensity of P4C programme delivery in schools and to collect information to help us to identify case-study schools. We will ask the P4C leads about which SAPERE resources they are using, which stage of the P4C programme they are at, how frequently they deliver it and what type of other interventions, if any, they are using to boost pupils' progress and attainment in reading and maths. We will use the findings alongside other information (geographic (region, urban/rural), school type, school size and FSM take-up) to identify schools for case study which offer a variety of delivery contexts, models, implementation intensity, and resource usage.

<sup>4</sup> Specifically 50% of the pupil criteria, 50% of the teacher criteria and 50% of the schools criteria

<sup>5</sup> Stuart, E.A., Cole, S.R., Bradshaw, C.P. and Leaf, P.J. (2010). 'The use of propensity scores to assess the generalizability of results from randomized trials', *Journal of the Royal Statistical Society*, 174, 2, 369–386.

3. Carry out two case-study visits to five intervention schools during spring/summer 2018 and spring/summer 2019. Each school visit will include an interview with the P4C lead(s), interviews with literacy and numeracy coordinators, and a focus group with pupils who participate in the P4C programme activities. The interviews will focus on delivery models (what is actually delivered and how), the extent of P4C integration into the curriculum, implementation-enabling factors and challenges, and views on the external training provided and related within-school cascading. The staff interviews and pupil focus groups will gather perceptions of the usefulness of the P4C progress indicators, and the impact of the programme on reading, maths and other learning and behavioural development.

4. Conduct a visit to SAPERE in early summer 2019 to ascertain managers' views on the implications of scaling up the P4C programme in terms of providing support for schools, including basic and advanced training for increasing volumes of teachers across England. We will explore with SAPERE the feasibility of their providing the current range of programme support at different levels of scale.

In addition to the qualitative work, all teachers will be sent a survey. Teachers in the intervention group will be asked about how they have implemented and delivered the programme to enable the evaluators to assess fidelity, dosage, perceptions of quality, reach, responsiveness and adaptations to the programme. In addition, teachers will be asked about perceptions of impact about the programme on the wider school community, including themselves and their teaching and what other related activities they undertake in school. The teacher survey will be informed by the qualitative interviews carried out earlier in the study. Teachers in control schools will be asked what activities they have undertaken with pupils to enable the evaluators to explore business as usual.

## **Costs**

The approach to collecting cost data employed by Gorard et al. (2015) covered training and support costs and noted the additional teacher time spent training. It was based on the cost of training all six to eight teachers in a school, divided by the number of pupils in a hypothetical school of 240 pupils. However, there was no evidence presented of engagement with schools to find out if there were any additional costs associated with implementing the intervention. We will collect generic information about the cost of the programme from SAPERE, and ask schools about any additional costs associated with the programme during the process evaluation interviews.

We will draw a distinction between one-off costs (e.g. teacher training) and on-going costs (e.g. purchasing resources as suggested on the SAPERE website). If a school implements P4C with the intention of continuing over a number of years then the per-year cost will be lower. In line with EEF's guidance we will estimate a per-pupil per-year cost over three years.

## **Ethics and registration**

The trial will be designed, conducted and reported to CONSORT standards<sup>6</sup> and is registered on the ISRCTN registry<sup>7</sup>. The evaluation will be conducted in accordance with NFER's Code of Practice. This project received ethical approval from the NFER Code of Practice group on 31<sup>st</sup> October 2016.

Agreement to participate in the trial will be sought from headteachers when the school is recruited. A memorandum of understanding setting out the central commitments and data sharing details that are required will then be shared with, and signed by, the headteacher.

We will make parents of pupils in Year 4 in 2016/17 aware of their right for their child to opt-out of taking part in the research (completing the social skills questionnaire and having their data matched to NPD) by asking schools to send a letter to the parents of eligible pupils. Pupils whose parents have decided to opt-out will still participate in the intervention if their school is an intervention school. Only

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<sup>6</sup> <http://www.consort-statement.org/consort-statement/>

<sup>7</sup> <http://www.isrctn.com/ISRCTN11118203>

data from NPD is required for evaluating the impact on pupils who are in Year 3 in 2016/17, so NFER will collect this data in anonymous form directly from NPD with the headteacher's consent.

## Personnel

Who	Role and responsibilities
<b>Ben Styles</b> Research Director – Statistician	Ben is the overall Project Director for the evaluation; he will have strategic oversight of the trial. He is the Head of NFER's Trials Unit ( <a href="http://www.nfer.ac.uk/research/trials-unit/">http://www.nfer.ac.uk/research/trials-unit/</a> ).
<b>Jack Worth</b> Senior Research Manager	Jack is the overall Project Leader for the evaluation. He will lead the impact evaluation and will have day-to-day responsibility for leading the trial. He will work closely with Ben, Sapere and EEF to ensure a successful delivery of the evaluation.
<b>Kathryn Hurd</b> Head of Survey Operations	Kathryn will be leading the recruitment and communication to schools about the trial and test/survey administration. She will be supported by colleagues in the Research and Products Operations Department ( <a href="https://www.nfer.ac.uk/what-we-do/survey-admin/surveys.cfm">https://www.nfer.ac.uk/what-we-do/survey-admin/surveys.cfm</a> ).
<b>Claire Easton</b> Research Manager	Claire is the Project Leader for the process evaluation and will have day-to-day responsibility for leading this strand of work, supported by David and Kelly.
<b>David Sims</b> Research Director	David is the Project Director for the process evaluation; he will have strategic oversight of this strand of the evaluation.
<b>Kelly Kettlewell</b> Research Manager	Kelly will work closely with Claire and David to ensure successful delivery of the process evaluation. She will be involved in the data collection, analysis and report writing for the process evaluation.
<b>Kam Ahitan</b> Project Coordinator	Kam will offer administrative support to the impact and process evaluation teams.

The delivery team at SAPERE will have the following responsibilities during the evaluation:

Bob House, Executive Director: school recruitment and project set up

Liz Jones, Chair of Trustees: lead on research specification

Rod Cunningham, Trustee: support on research specification

Steve Williams, Project delivery manager: support on training

Alison Allsopp, National training manager: trainer allocations

Amelia Foster, CEO: project oversight/ steering group.

## Risks

Risk	Assessment	Countermeasures and contingencies
Insufficient schools recruited to the study	<b>Likelihood: moderate</b> <b>Impact: high</b>	NFER is approaching all eligible schools in England for recruitment and will direct reminding activity at schools that have already expressed an interest to SAPERE.
School or pupil attrition	<b>Likelihood: low</b> <b>Impact: moderate</b>	Primary outcome is available from the NPD so, even if a school later refuses access, they will be followed up at least anonymously.



Risk	Assessment	Countermeasures and contingencies
Intervention is not implemented well	<b>Likelihood: low</b> <b>Impact: moderate</b>	Delivery within a trial environment has already happened. Both 'intention to treat' and 'on-treatment' analysis will be used. Process evaluation will monitor implementation in the interviewed schools.
Control group adopts similar treatments (contamination issues)	<b>Likelihood: low</b> <b>Impact: moderate</b>	SAPERE can prevent control schools from receiving P4C training. Control group will be monitored for similar activities in the teacher survey.
Researchers lost to project due to sickness, absence or staff turnover	<b>Likelihood: low over two years</b> <b>Impact: moderate</b>	NFER has a large research department with numerous researchers experienced in evaluation who could be redeployed.

## Timeline

Date	Activity
October 2016	NFER invites a random sample of schools to participate in the trial NFER and SAPERE hold IDEA meeting
November – December 2016	Schools agree to participate by returning their reply form and signed MoU to NFER Theory of change is completed
November – December 2016	Participating schools sent instructions on how to share year 4 pupil data via NFER's school portal
January 2016	Schools sent the social skills questionnaire to administer to their year 4 pupils
End of January 2017	First batch of schools that have returned the reply form and MoU, provided pupil data, and where pupils have completed the social skills questionnaire are randomly assigned to the intervention or control group
30 <sup>th</sup> January 2017	NFER contacts first batch of schools allocated to the intervention group to inform them that a representative from SAPERE will be contacting them to arrange the set up of the programme NFER contacts first batch of schools allocated to the control group to inform them that they should maintain a 'business as usual' approach

<b>March 2017</b>	<p>Second batch of schools that have returned the reply form and MoU, provided pupil data, and where pupils have completed the social skills questionnaire are randomly assigned to the intervention or control group</p> <p>NFER contacts second batch of schools allocated to the intervention group to inform them that a representative from SAPERE will be contacting them to arrange the set up of the programme</p> <p>NFER contacts second batch of schools allocated to the control group to inform them that they should maintain a 'business as usual' approach</p>
<b>February – September 2017</b>	Intervention schools are contacted by SAPERE to book their training sessions and SAPERE provides initial full day of P4C training for all participating staff
<b>September 2017 – July 2019</b>	<p>P4C programme is implemented in whole school with weekly P4C sessions and further SAPERE training and support up to bronze and silver levels</p> <p>NFER carry out exploratory telephone interviews (autumn 2017) and case study visits (spring/summer 2018 and spring/summer 2019)</p>
<b>April - June 2019</b>	<p>Social skills questionnaire administered in all schools (before the KS2 tests)</p> <p>Teacher survey</p> <p>Key Stage 2 reading and maths tests</p>
<b>July 2019</b>	Control schools receive financial incentive (which can be used to put towards P4C from Autumn 2019 onwards)
<b>Autumn 2019</b>	<p>For control schools taking up P4C, Level 1 training with SAPERE starts for all year groups except year 6</p> <p>Analysis and reporting by NFER, after unamended KS2 performance data is available</p>
<b>Autumn 2019 – Summer 2020</b>	<p>Intervention schools follow 'Going for Gold' programme up to gold level</p> <p>Control schools introduce P4C to whole school except year 6</p>
<b>June 2020</b>	Next cohort's Key Stage 2 reading and maths tests

**Autumn 2020**

**Analysis and (addendum) reporting by NFER, after unamended KS2 performance data is available**

# APPENDIX: THEORY OF CHANGE

## Overall purpose of the evaluation

To evaluate the impact of Philosophy of Children (P4C) on KS2 reading and maths scores, and social competencies for EverFSM pupils.

## Purpose of the P4C intervention

To improve pupils' and teachers' capability to think in a caring, collaborative, creative and critical way ('the 4Cs') in order to support their personal, social and educational development.

## Assumptions

Extensive research (EEF, 2016) shows a link between meta-cognition and improved attainment, particularly in maths and English but also in other areas of the curriculum. This assumption underpins the evaluation.

For P4C to achieve success certain in-school conditions must be met, including:

- committed senior leaders and teachers
- appointing a P4C lead to champion P4C in the school
- stability of the school and its leadership team
- pupils being exposed to regular P4C sessions (e.g. weekly)
- school culture reflect P4C's ethos to support pupils and teachers to develop the 4Cs.

Approved trainers must deliver an ongoing programme of support to schools.

## Target Groups

- Schools: with 25 per cent of EverFSM pupils and who have not previously implemented P4C
- Pupils: KS2 EverFSM
- Teachers: other beneficiaries of P4C.

**Impact**, e.g. I would expect P4C to make the following difference(s):

### Outputs:

- Number of schools that received training
- Number of training and coaching days accessed by schools
- Number of teachers trained at each level (Level 1 and 2)
- Number of sessions delivered to pupils
- P4C leader in place who has attended advanced training and offers support to colleagues in each school.

### Outcomes:

- Number of teachers achieving practitioner certificate and self-reported changes as a result of practising P4C on teaching practices and classroom management
- Number of schools achieving bronze, silver and gold awards
- Improvement in pupils' meta-cognition including reasoning skills and oracy. Improvement in self-esteem, resilience and confidence, and behaviour (including tolerance and relationships).

### Impact:

- Attainment measured through higher KS2 scores in reading and maths when compared to a control group.
- Pupils' social competencies measured through higher scores on the social skills questionnaire when compared with a control group.
- Teachers' perceived impact of the 4Cs on themselves and their teaching practices.

### Wider impact:

- Impact on the whole-school community, e.g. teachers, senior leaders, non-teaching staff, parents/carers.

## Strategies

### What is the P4C approach?

Programme of support over three years consisting of:

- 2 days of Foundation 1 Training (Level 1) for up to 25 staff
- 1 day of P4C Tools for Thinking Together Training for up to 25 staff
- 4 days of Advanced P4C Training (Level 2A and 2B) for two staff
- 7 days of in-school P4C coaching and support (approx. 3 days year 1, 3 days in year 2 and 1 day in year 3)
- 5 days of remote P4C accredited trainer administration and planning support
- Up to 4 top up places for schools on open Level 1 courses for new teachers joining the schools during the programme.

### Resources:

- Unlimited access to SAPERE's online P4C resources and practice guides
- Two reference copies of SAPERE's Level 1 and Level 2 handbooks
- Other resources available through individual trainers.

## References:

Education Endowment Foundation (2016). *Technical Appendix: Meta-Cognition and Self-Regulation*. London: EEF [online]. Available: [https://educationendowmentfoundation.org.uk/public/files/Toolkit/Technical\\_Appendix/EEF\\_Technical\\_Appendix\\_Meta\\_Cognition\\_and\\_Self\\_Regulation.pdf](https://educationendowmentfoundation.org.uk/public/files/Toolkit/Technical_Appendix/EEF_Technical_Appendix_Meta_Cognition_and_Self_Regulation.pdf) [9 December, 2016].