

Positive Early Childhood Education Evaluation Protocol

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Evaluation summary

Project title	Positive Early Childhood Education, a two-armed cluster randomised controlled trial
Developer <i>(Institution)</i>	Triple P UK (TPUK)
Evaluator <i>(Institution)</i>	National Centre for Social Research
Principal investigator(s)	Dr Svetlana Speight
Protocol author(s)	Dr Svetlana Speight, Dr Thea Schei, Ekaterina Stoilova, Natasha Phillips, Kate Baird
Trial design	Two-arm cluster randomised controlled trial with randomisation at setting level
Trial type	Efficacy
Pupil age range and Key stage	3-4-year-olds, Early Years Foundation Stage
Number of schools <i>(at design stage)</i>	140
Number of pupils <i>(at design stage)</i>	2,240
Primary outcome measure and source	Child self-regulation from the Child Self-Regulation & Behaviour Questionnaire (CSBQ), early years (EY) practitioner report
Secondary outcome measure and source	1. Child prosocial behaviour (CSBQ subscale, EY practitioner report) 2. Child externalising behaviour problems (CSBQ subscale, EY practitioner report) 3. Child self-regulation from the Preschool Situational Self-Regulation Toolkit (PRSIST) assessment, independent assessors 4. Personal, social and emotional development and good level of development (GLD) scores in reception year, Early Years Foundation Stage Profile (EYFSP) 5. EY practitioner self-reported confidence and skills in supporting child self-regulation (bespoke survey)

Protocol version history

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Contents

Evaluation summary	1
Protocol version history	2
Study rationale and background.....	4
Intervention	5
Impact evaluation (IE) design.....	15
Implementation and process evaluation (IPE) design	29
Cost evaluation design	38
Ethics and registration	39
Data protection	40
Personnel	41
Risks	42
Timeline	43
References	45

Tables

Table 1: PLANiT intervention description table.....	7
Table 2: Trial design.....	15
Table 3: Sample size calculations	24
Table 4: Expected attrition	25
Table 5: IPE design.....	31
Table 6: IPE methods overview	36
Table 7: Evaluation team	41
Table 8: Delivery team	42
Table 9: Risk management	42
Table 10: Timeline	43

Figures

Figure 1: Logic model	14
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Study rationale and background

Positive Early Childhood Education (PECE) is an early years (EY) whole-setting professional development programme aiming to help EY practitioners improve the way in which they respond to and interact with children and create environments that support children's self-regulation and social, emotional, and behavioural development. The programme draws on social learning theory, cognitive-behavioural approaches and self-regulation frameworks, and has been adapted specifically for early childhood education and care settings.¹

PECE teaches a range of specific strategies that collectively target key risks and protective factors linked to children's long-term and social-emotional and behavioural outcomes. These are taught through two separate training programmes: a coaching course and accreditation for setting managers (PECE coaches), and a self-paced online course for all other EY practitioners (PECE educators). The components are designed to improve everyday adult-child interactions across the setting, creating consistent and supportive experiences for young children.

The programme aligns with existing evidence showing that approaches targeting self-regulation and social and emotional learning can have a moderate impact on child outcomes for a very low cost (EEF, 2023a; EEF, 2023b). Research shows that children's self-regulation at preschool age is associated with the development of social skills, including positive peer relationships and prosocial behaviour, as well as academic engagement and achievement in literacy and numeracy (Howard & Williams, 2018; Robson, et al., 2020).

In England, improving early self-regulation and narrowing disadvantage gaps are national priorities within the early years system. The Early Years Foundation Stage (EYFS) statutory framework identifies self-regulation as a core Early Learning Goal linked to children's personal, social and emotional development and school readiness, reflecting its importance for later learning and attainment (DfE, 2023). PECE has been implemented in early years education settings in England since 2019 and expanded from two to 14 early years settings in 2021. Preliminary results from a Nuffield Foundation-funded feasibility study (2022 – 2024) conducted with 119 early years settings in socio-economically disadvantaged areas indicate feasibility of implementation and high setting satisfaction with programme content and delivery approach.²

PECE draws on the same approaches as the Triple P – Positive Parenting Programme®, and is underpinned by a substantial international evidence base. Triple P programmes have been evaluated in numerous studies over the last four decades, including randomised controlled trials, population-level studies and long-term follow-up research, involving more than 16,000 families (Sanders et al., 2014). The studies have found positive effects on children's short-term social, emotional, and behavioural outcomes, as well as improvements in parenting practices, family functioning and parental wellbeing (Sanders et al., 2014; Sanders et al., 2023).

¹ Triple P. (n.d.). Positive early childhood education program.
https://www.triplep.net/index.php/download_file/view/1433/536/551/

² [Supporting a Positive Early Childhood Education \(PECE\) | Education | The University of Sheffield](#)
[ISRCTN - ISRCTN15290872: A modelling and feasibility study of a positive early childhood education programme for early years educators,](#)

While Triple P programmes have demonstrated feasibility and effectiveness in a wide range of settings, including healthcare, community, mental health and school environments (Sanders et al., 2014), few studies examine delivery within early years education settings. There is limited international evidence for the effectiveness of PECE in early education settings, though PECE has been evaluated most extensively in Canada. Evaluations conducted in Canada include a cluster randomised controlled trial which demonstrated high acceptability and significant positive impacts for educator skills, confidence and work-related stress, as well as child social, emotional and behavioural challenges (Turner et al., 2017; Lee et al., 2026). This trial addresses the evidence gap for PECE in the English context by testing programme effectiveness within early years settings across England.

In this efficacy trial, NatCen will conduct an integrated impact evaluation (IE) and implementation and process evaluation (IPE) of PECE, to generate robust causal evidence on the impact of PECE on children's self-regulation and related outcomes, as well as on EY practitioner practice, and provide insight into how the programme was implemented in settings. The trial will be designed as a two-armed cluster randomised controlled trial (RCT). Alongside the IE, an IPE is essential to understand how the programme is delivered in diverse settings, what supports or hinders implementation, and the wider contextual factors involved.

No previous EEF efficacy trial of PECE has been conducted in the UK. The mixed-methods design, combining a large-scale cluster RCT with a comprehensive IPE, provides the strongest available approach to assessing programme impact, implementation fidelity, contextual variation, and potential pathways to change.

Intervention

PECE is a whole-setting professional development programme that supports EY practitioners to embed positive interactions and strategies throughout their daily work with 3-4-year-olds. PECE is built around six foundational principles, which form the basis of the programme:

- Setting up a safe, engaging environment
- Creating a positive learning environment
- Teaching good social skills and behaviour
- Having realistic expectations
- Taking care of yourself
- Working as a team.

These core principles are underpinned by 22 strategies designed to promote children's communication, social skills, emotional regulation, independence and problem-solving. Strategies include setting up engaging environments, managing transitions, using descriptive praise and attention, setting clear rules and limits, and responding calmly and consistently to child behaviour that is challenging to manage.

Each setting identifies a setting manager or senior leader to act as the 'PECE coach'. All EY practitioners working with 3–4-year-olds will act as 'PECE educators'. PECE is delivered through two linked professional development components, one for coaches, and one for educators.

Coach training

Coaches attend a two-day remote training delivered by TPUK. The training covers programme content, coaching skills and use of the coach manual. It includes demonstrations, video modelling, active skills training, consultation practice and problem-solving exercises. Approximately a month after the training component, coaches attend a 1-day remote pre-accreditation workshop (to prepare for accreditation), immediately followed by a competency-based accreditation, assessed by a TPUK Trainer. Coaches also submit a quiz to TPUK for accreditation. Included in coach training is access to PECE online modules, which are recommended to be used as a learning tool to consolidate knowledge of PECE strategies covered in training, prepare for accreditation, and support coaching activities with educators.

Educator training online modules

Educators complete four 60-minute online self-paced modules, covering:

1. What is positive early childhood education?
2. Building children's social and emotional skills
3. Helping children develop a positive approach to learning
4. Helping children learn new ways to behave

Modules include interactive activities, personalised goals, downloadable worksheets and video examples.

Educator training practice sessions

Educators participate in two to four practice sessions with the coach over 3-4 weeks, where educators implement strategies with children, which coaches observe and provide feedback on. Educators are encouraged to self-reflect and set goals for themselves.

Implementation

PECE is delivered during the 2026-2027 academic year. The programme is delivered entirely through every day early years practice. Practitioners do not run stand-alone sessions; instead, they use strategies throughout the day in whole-group, small-group, and one-to-one interactions.

TPUK Implementation Consultants support the setting managers / coaches in their PECE implementation process through use of the PECE Triple P Implementation Resource (PECE TPIR). The PECE TPIR consists of three steps: Get Ready, Get Started, and Get Better. TPUK Implementation Consultants support coaches in clusters of ten setting managers, at three timepoints of the year.

TPUK trainers provide 1:1 remote clinical support to each coach (2 hours per setting), as they prepare and implement the practice sessions within their setting.

A detailed description of the intervention is provided in the PLANiT intervention description table (Table 1).

Table 1: PLANiT intervention description table

Purpose
1. Name of intervention Positive Early Childhood Education (PECE) Programme
2. Aims and objectives of intervention Overall aim: to help EY practitioners improve the way in which they respond to and interact with children and create environments that support children’s self-regulation, social competence and development. The core components of PECE include: • A structured remote coaching and accreditation course for setting managers (coaches) • A self-paced online training course for EY practitioners (educators) • Use of the coach manual by coaches to guide observation, feedback, reflection, and goal setting • Use of the PECE Triple P Implementation Resource by coaches • Delivery of 2-4 practice sessions, with coaches supporting educators to implement strategies and reflect on their practice • Implementation of 22 specific strategies in daily practice (e.g. descriptive praise, teaching backwards, managing transitions), supported by coaches
3. Rationale for intervention PECE targets known predictors of children’s self-regulation, emotional wellbeing, and social competence by strengthening EY practitioners’ ability to create responsive, organised, and developmentally-appropriate learning environments. For example, mechanisms such as explicit teaching, positive attention, and predictable routines have been identified as supporting healthy development and behavioural regulation. PECE has been delivered in early years education settings in England since 2019 and expanded from two to 14 early years settings in 2021. Early evidence from a feasibility study in 119 early years settings in socioeconomically disadvantaged areas shows that the programme is feasible and highly acceptable to settings. As the programme embeds high-quality interaction strategies across whole settings, including those serving disadvantaged communities, it has strong potential to benefit socioeconomically disadvantaged children. An efficacy trial is required to test impact of the programme on practice and child outcomes and to understand implementation in a variety of settings.

Learners

4. Participants

The programme targets children aged 3-4.

The intervention is delivered at setting level. All practitioners working with 3-4-year-olds will complete the online PECE training and identify at least one setting manager or senior leader to complete the coach training and accreditation.

Children will be exposed to trained EY practitioners using PECE strategies in day-to-day practice. The evaluation anticipates an average of 20 children aged 3-4 per setting who will benefit from the intervention.

Actors

5. Intervention developer(s)

The intervention will be delivered by Triple P UK (TPUK), who provide the broader Triple P Positive Parenting Program®, developed by experts at the University of Queensland, Australia. PECE draws on the same approach and strategies as Triple P, which EY practitioners will learn and embed in their daily interactions with children. They also designed the professional development model, which includes the coach training for setting managers and the online course for practitioners.

TPUK will lead key operational components. They will work with Political Lobbying & Media Relations (PLMR) to recruit early years settings. TPUK will deliver the coach training, provide ongoing support and monitor engagement by providing training attendance data and module completion information.

6. Intervention instructor(s)

Triple P Trainers and TPUK Implementation Consultants will act as the instructors for PECE. All training, programme content and implementation support provided by Triple P is given directly to coaches and educators; Triple P does not provide any direct instruction to children.

Triple P Trainers are extensively trained in the Triple P programmes and typically hold qualifications of a master's degree (or equivalent) in educational or clinical psychology. They will deliver remotely all the components of the PECE coach training (training, pre-accreditation workshop and accreditation) that setting managers will complete at the start of the programme.

TPUK Implementation Consultants support the setting managers / coaches in their PECE implementation process through use of the PECE Triple P Implementation Resource (PECE TPIR). The PECE TPIR consists of three steps, Get Ready; Get Started; Get Better. TPUK Implementation Consultants support coaches in clusters of ten setting managers, at three timepoints of the year.

TPUK Trainers provide 1:1 remote clinical support to each coach (2 hours per setting), as they prepare and implement the practice sessions within their setting.

7. Intervention facilitator(s)

The EY practitioners who work with 3-4-year-old children in participating settings will be the intervention facilitators. After completing the online modules (or the coaching training for setting managers), they will embed PECE principles and strategies in everyday interactions with children.

Nature

8. Setting

The programme will take place in school-based nurseries and early years settings in the private voluntary and independent (PVI) sector across England. TPUK aim to recruit 140 settings that care for at least 16 children aged 3-4. Recruitment will target socio-economically disadvantaged areas (higher-than-average Income Deprivation Affecting Children Index (IDACI) score and a higher-than-average percentage of children eligible for free school meals).

9. Intervention location

Educators will:

- Complete the 4 module PECE Educator Online programme (self-directed) during non-contact time / office / staffroom. Will implement the strategies (intervention period) in the classroom.
- Be observed by their PECE coach, when in the classroom.

PECE coaches will:

- Complete the PECE coach training, workshop and accreditation (held remotely via Zoom), in a quiet space / office.
- Complete the PECE Educator Online programme (self-directed) during non-contact time / office / staffroom.
- Observe educators in the classroom.

Coaches and educators will require a computer / laptop with internet connection to complete the online training. Additionally, coaches will require speaker / sound / camera to participate in the Zoom coach training and accreditation session.

Coaching practice sessions includes activities of coaches in classroom setting, working with educators.

10. Intervention timing and duration

Setting managers will complete a two-day remote training at the start of the programme. This consists of approximately 12 hours of structured training content delivered across two days.

Following initial training and approximately a month later, coaches will attend a remote pre-accreditation workshop to consolidate learning and prepare for accreditation. Coaches will then complete a competency-based half-day accreditation assessed by a Triple P Trainer, as well as complete and pass a quiz for accreditation. With training, coaches also receive access to the PECE online programme. Coaches are recommended to complete online modules prior to accreditation to consolidate programme knowledge and support practice sessions with educators.

Educators will complete the self-paced online training over the 2026-2027 school year, comprising four 60-minute online modules. The course is designed to be completed by educators at their own pace over four to eight weeks.

Two to four practice sessions will be delivered over the course of 3-4 weeks, each session taking around 40-50 minutes.

The programme does not include standalone sessions for children; instead, EY practitioners will implement PECE strategies continuously from November 2026 to July 2027 as part of their regular interactions.

Instruction

11. Delivery – professional development

Coaches will attend a two-day remote coach training delivered by a Triple P Trainer, covering PECE content and coaching skills. Training adopts a skills-based training approach involving didactic presentations, practical skills training and clinical problem-solving exercises, as well as video demonstrations of positive early childhood strategies.

Coaches receive training in conducting assessment and observation of educator–child interactions and the self-regulatory approach to providing coaching and support for the implementation of strategies by their staff. Training aims to develop coaching capacity by training coaches to mentor and support educators, ensuring effective implementation of evidence-based strategies.

The pre-accreditation workshop provides individual feedback on skill development, competency practice, and discussion of implementation issues in the presence of a Triple P Trainer. This involves modelling of the competency-based role-plays by a Triple P Trainer, practice of the role-plays in small groups with peer and trainer feedback and an opportunity to discuss PECE strategies and clinical clarification with a Triple P Trainer.

The half-day accreditation workshop assesses coaches' ability to apply PECE principles through the demonstration of competency-based roleplay and knowledge of the strategies and content through the quiz component.

Educators will complete four self-paced online modules with interactive activities and personalised workbooks. Training aims to improve educators' knowledge, confidence and self-efficacy in supporting child development.

Coaches will provide ongoing support for educators, including facilitating 2-4 practice sessions with educators using observation, active skills training, feedback, self-evaluation and goal-setting.

12. Delivery – Modes and content

PECE uses a blended professional development model combining online training, in-setting coaching and routine practice.

- **Coach training:** delivered remotely over two days by TPUK trainers. Training includes demonstrations, video examples, guided practice and consultation exercises. Content covers PECE strategies, coaching techniques and use of the coach manual.
- **Coach accreditation:** a pre-accreditation workshop and a half-day accreditation workshop delivered by TPUK trainers.
- **Educator modules:** four self-paced online modules (approx. 60 minutes each) with video modelling, interactive activities, reflective questions and personalised goals. Modules cover positive early education, building social and emotional skills, promoting early learning and guiding behaviour calmly and consistently.
- **Practice sessions:** Coaches lead two to four short practice sessions using active skills training (explanation, demonstration, rehearsal, feedback, self-evaluation). Sessions take place within normal routines and help educators apply strategies with children.
- **In-setting delivery:** practitioners will embed strategies throughout everyday work with 3-4-year-olds (whole-group, small-group, and one-to-one interactions). The programme is not delivered as discrete lessons – it is fully integrated into routine practice.

13. Delivery – Procedures

PECE is embedded in the core practice of early years settings, with EY practitioners applying strategies during routine interactions. It is not a taught curriculum or standalone activity, and there is no home-practice requirement for children.

14. Materials

PECE includes structured materials for both educators and coaches.

Educators receive:

- PECE Online access code (emailed to Educator via PECE management system)
- Downloadable worksheets, including a variety of checklists on topics such as giving instructions, managing interruption, and keeping track
- A personalised workbook

Coaches receive:

- The PECE Coach's manual (hard copy posted to setting coach ahead of the training event)
- PECE Online access code
- Access to Triple P's Provider Network where coaches can also download worksheets, coach guides, and observation templates.

Tailoring

15. Implementation - behaviours

Implementation Consultants will provide three structured support sessions to clusters of coaches, delivered remotely at key points across the implementation period. These sessions will be spaced to align with preparation for implementation, early delivery, and consolidation of practice and sustainability. Implementation Consultants will support coaches to use the PECE Triple P Implementation Resource (PECE TPIR).

Triple P Trainers provide two one-to-one support sessions (two hours per setting) with coaches during delivery. These will be delivered remotely at scheduled intervals agreed with the coach, providing individualised support as they prepare and implement the practice sessions within their setting.

Practice sessions involve coaches guiding educators' reflection and supporting them to set goals for themselves, to assist educators with the practical implementation of strategies.

16. Implementation – contextual factors

Support from TPUK

TPUK will provide coaches with resources to support the implementation of the intervention, including the PECE TPIR; the PECE coach manual, and access to the online Triple P Provider Network where they can download clinical tools and resources to support other educators in their setting, such as checklists and forms to conduct the observations as part of the practice sessions.

Support from TPUK trainers and Implementation Consultants will support coaches to take responsibility for implementing the programme and facilitating educators' meaningful engagement with the programme.

To support delivery of the programme, intervention group settings will receive reimbursement for staff backfill costs to enable staff release for training and accreditation. This will include funding for a total of seven hours per educator, reimbursed at £7.50 per hour per hour, to complete the online programme and associated practice sessions. In addition, each setting will receive reimbursement for 3.5 days per PECE coach, at £60 per day, to support completion of PECE coach accreditation and training.

Leadership buy-in

Before agreeing to take part, setting managers will be made aware of the requirements of the programme and their responsibilities. The headteacher or member of the settings' senior leadership team will be required to sign the Memorandum of Understanding, indicating they agree with the conditions of the programme and evaluation.

Coaches will allocate time for educators to complete PECE online modules during working hours and will schedule time for practice sessions to observe their educators in the classroom and provide feedback to educators.

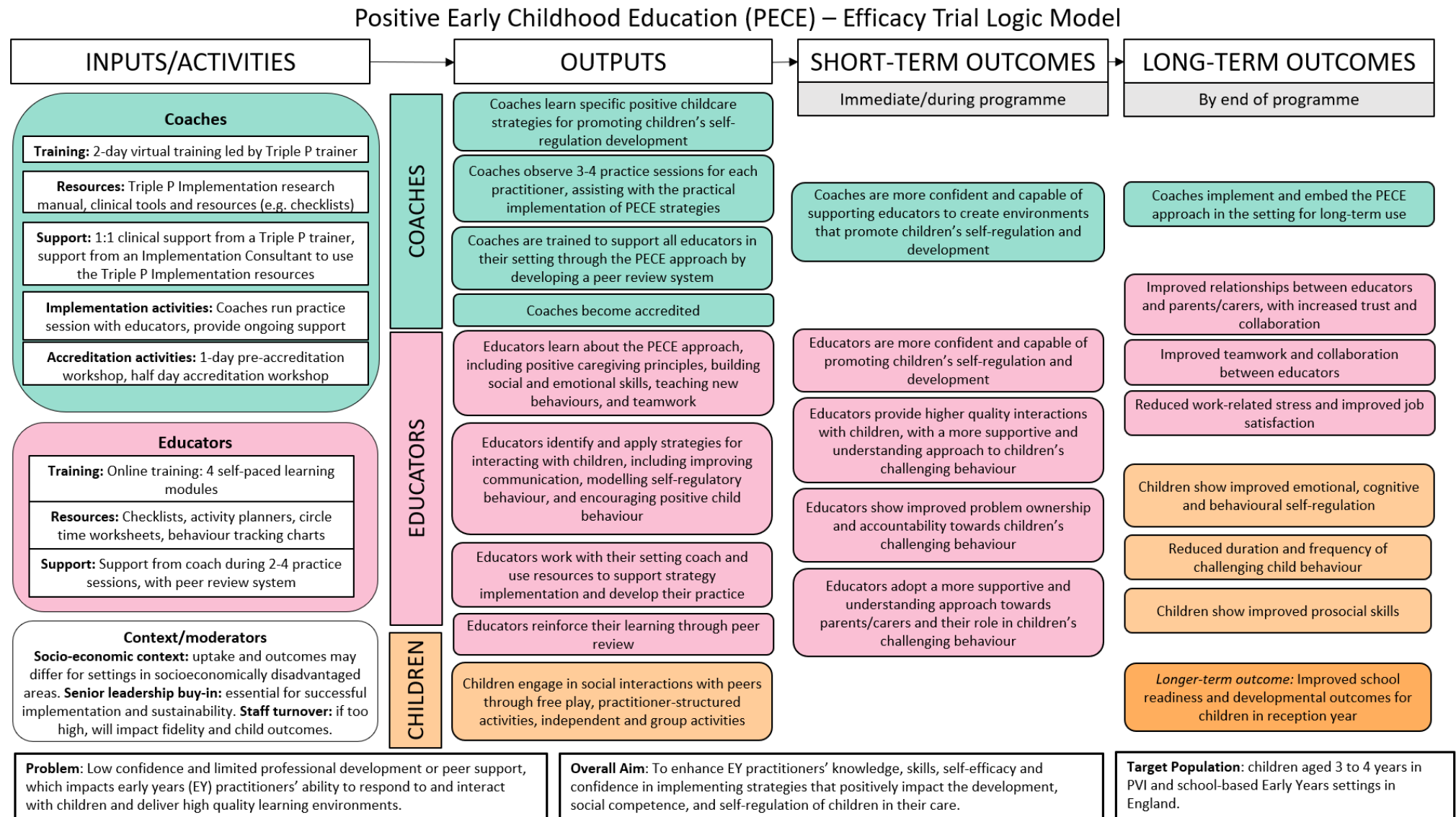
17. Planned adaptations

PECE is designed as a standardised programme with consistent core components. Settings will apply the strategies in ways that align with their everyday practice routines, but there are no planned adaptations to programme content.

18. Unplanned adaptations [to be completed at reporting stage]

The programme logic model (Figure 1) summarises the intended pathways from training to changes in practice and child outcomes.

Figure 1: Logic model



Impact evaluation (IE) design

Research questions

The IE will answer the following research questions:

Primary

- RQ1: Does the PECE programme improve 3–4-year-olds' self-regulation, as reported by EY practitioners?

Secondary

- RQ2: Does the PECE programme improve 3–4-year-olds' prosocial behaviour, as reported by EY practitioners?
- RQ3: Does the PECE programme reduce 3–4-year-olds' externalising behaviour problems, as reported by EY practitioners?
- RQ4: Does the PECE programme improve 3–4-year-olds' self-regulation, as captured by a task-based measure?
- RQ5: Does the impact of the PECE programme on 3–4-year-olds' self-regulation, as reported by EY practitioners, differ for children eligible for Early Years Pupil Premium? (sub-group analysis)
- RQ6: Does the PECE programme improve children's personal, social and emotional development and school readiness in reception year? (follow-up)
- RQ7: Does the PECE programme improve EY practitioners' self-reported confidence and skills in supporting child self-regulation?

Design

Table 2: Trial design

Trial design, including number of arms		Two-arm, cluster randomised
Unit of randomisation		Setting
Stratification variables (if applicable)		Region (three groups, e.g., North, Midlands, South), IDACI score (high vs low), and setting type (PVI vs maintained)
Primary outcome	Variable	Child self-regulation (EY practitioner report)
	Measure (instrument, scale, source)	Child Self-Regulation & Behaviour Questionnaire (CSBQ) self-regulation subscales composite mean score (1-5), Howard and Melhuish (2017)
Secondary outcome(s)	Variable(s)	1. Child prosocial behaviour (EY practitioner report) 2. Child externalising behaviour problems (EY practitioner report)

		3. Child self-regulation (task-based measure) 4. Child personal, social and emotional development and school readiness in reception year 5. EY practitioners' self-reported confidence and skills in supporting child self-regulation
	Measure(s) (instrument, scale, source)	1. CSBQ prosocial behaviour subscale mean score (1-5) 2. CSBQ externalising problems subscale mean score (1-5) 3. The Preschool Situational Self-Regulation Toolkit (PRSIST) assessment score (1 – 7), Howard et al. (2019) 4. Early Years Foundation Stage Profile (EYFSP) personal, social and emotional development (PSED) goals and general learning development (GLD) score, National Pupil Database (NPD) 5. Bespoke survey measure
Baseline for primary outcome	Variable	N/A
	Measure (instrument, scale, source)	N/A
Baseline for secondary outcome	Variable	5. EY practitioners' self-reported confidence and skills in supporting child self-regulation
	Measure (instrument, scale, source)	6. Bespoke survey measure

The efficacy trial of PECE will be designed as a two-arm cluster randomised controlled trial (RCT), with randomisation at the nursery setting level and children as the unit of analysis. Table 2 summarises the trial design.

A sample of 140 nursery settings will be recruited for the trial and randomised into the two trial arms: the PECE programme or a practice as usual (PAU) comparison group. Randomisation will be at the setting level, as the intervention targets EY practitioners in a setting and we expect all children in their care to be exposed. Randomisation will be stratified by setting region, setting Income Deprivation Affecting Children Index (IDACI),³ and setting type, to ensure balance of these setting characteristics between the PECE and PAU groups. More details on the stratified randomisation are provided below (see Randomisation).

³This will be used as a setting-level proxy for socioeconomic deprivation. More information on the index can be found here: [English indices of deprivation 2025: statistical release](#).

Financial incentives will be provided to settings allocated to both groups for participating in data collection activities. Additional incentives will be provided to EY practitioners in all settings for completing questionnaires on child outcomes at endline (see Recruitment).

The primary outcome in the trial will be children's self-regulation, as measured by EY practitioner responses to the Child Self-Regulation and Behaviour Questionnaire (CSBQ, Howard & Melhuish, 2017). This outcome will use a composite score for each child across the cognitive, behavioural, and emotional self-regulation subscales of the CSBQ. Children's scores on the prosocial behaviour and externalising behaviour subscales of the CSBQ, as rated by EY practitioners, will be used as secondary outcomes. The trial will also investigate child self-regulation as captured by a task-based measure, the Preschool Situational Self-Regulation Toolkit (PRSIST) assessment (Howard et al., 2019), as a secondary outcome. More detail on these outcome measures is provided below (see Outcome measures). The trial will also investigate the impact of PECE on children's self-regulation, as reported by EY practitioners, specifically among children eligible for Early Years Pupil Premium (EYPP).⁴

Longer-term child outcomes will be assessed at the end of children's reception year of primary school (i.e., one and a half years after baseline) in a follow-up analysis and published separately, via Early Years Foundation Stage Profile (EYFSP) data from the National Pupil Database (NPD). This follow-up analysis will include teacher assessments of children's progress in the three personal, social and emotional development (PSED) goals, as well as their overall school readiness (GLD) score, during the reception year of primary school.⁵

At the EY practitioner level, the trial will investigate the impact of PECE on EY practitioners' self-reported confidence and skills in supporting child self-regulation. Existing measures will be reviewed for this outcome.

Participant selection

A total of 140 nursery settings will be recruited for the trial between March and August 2026, plus an additional 10% recruited as a waitlist to allow for any settings withdrawing/not providing enumeration data before randomisation. Half of the 140 settings will be randomised to receive the programme, and half will continue their usual practice. TPUK will be responsible for the recruitment of settings.

All recruited settings will be asked to sign a Memorandum of Understanding (MoU). NatCen will provide information sheets and a privacy notice for parents/carers of eligible children to inform them about the trial and enable them to opt their children out of the evaluation. Recruited settings will be asked to distribute these in September 2026.

⁴ EYPP eligibility will be used as a proxy for socioeconomic disadvantage that is available in early years settings.

⁵ More information on EYFSP scores is available here: [Early years foundation stage profile handbook](#).

After this, settings will be asked to provide NatCen with enumeration data for the list of eligible children at the setting who have not been opted out of the evaluation by their parents/carers (see **Error! Reference source not found.**).⁶

Setting eligibility

PVI settings, maintained nursery schools and nursery classes in primary schools in England will all be eligible for the trial. Settings will need to have a minimum of 16 children aged 3-4 years old and enrolled to attend the setting for at least ten hours per week in September 2026, in order to be eligible.

Each participating setting is required to nominate one coach to complete the two-day remote coach training. In addition, settings must nominate all educators who work with children aged 3–4 years to participate in the study, and complete the online, self-directed PECE educator programme.

Settings that have signed up for another EEF trial or programme with 3–4-year-olds delivered in the 2026-2027 academic year will not be eligible to take part, including settings allocated to the comparison group.⁷ Additionally, settings will not be eligible to take part in the trial if they have already delivered the PECE programme within the last five academic years, or currently offer a Triple P programme to parents in their setting.

Child eligibility

All children aged 3-4 years old⁸ and enrolled at participating settings in September 2026 will be eligible to take part in the trial and have their outcomes assessed at endline in June-July 2027.

While settings are required to have at least 16 eligible children enrolled to attend for ten or more hours a week, attendance will not be applied as a child-level eligibility criterium. Instead, all children in the eligible age range will be included in the sample for analysis, including those attending for less than ten hours per week, in order to evaluate the impact of the programme as it would be delivered in settings outside of the trial. The potential relationship between child attendance and the effect of the programme on child outcomes will be explored as an additional analysis (see Analysis).

Incentives

Settings allocated to the PAU group will receive a thank-you payment of £1,400 for completing data collection activities (see Data collection), split between baseline data collection in September 2026 (£400) and endline data collection in June-July 2027 (£1,000). Settings in the

⁶ Settings recruited to the waitlist will also be asked to provide pupil enumeration data before randomisation, in order to mitigate the risk of settings failing to provide data or withdrawing from the evaluation once randomised into the trial. Where settings on the waitlist have submitted data but have not been included in the sample for randomisation (max. 14 settings), data provided will be securely deleted and not used in the evaluation.

⁷ With the exception of the Maths Champions Scale-up programme that EEF is supporting.

⁸ Children in the eligible cohort will be born between 1 September 2022 and 31 August 2023.

PECE group will receive a thank-you payment of £400 for completing data collection activities, split between baseline (£150) and endline (£250) data collection.⁹ These payments will be from TPUK and will be conditional on providing the required data.

One additional £50 voucher will be provided per setting in both groups, to be distributed to EY practitioners for completing child outcome questionnaires at endline. These will be administered by NatCen.

To support the delivery of the programme, settings in the PECE group will receive backfill costs towards staff release as follows: a total of 3.5 days per setting manager / PECE coach (£60 per day) for completion of PECE coach accreditation; and a total of seven hours per PECE educator (£7.50 per hour) for completion of the online programme and practice sessions. These payments will be from TPUK.

Finally, settings recruited to a waitlist for the trial that have provided child and practitioner data but are ultimately not granted a place on the trial will receive £100 to compensate for completing data collection activities in September 2026. These payments will be from TPUK and will be conditional on having provided pupil enumeration data.

Outcome measures

Primary outcome

As the primary outcome, the trial will focus on child self-regulation as a key long-term target outcome in the programme's logic model (see Figure 1). The measure for this outcome will be EY practitioner report on the Child Self-Regulation and Behaviour Questionnaire (CSBQ, Howard & Melhuish, 2017). This outcome will use a composite average score for each child across the cognitive, behavioural, and emotional self-regulation subscales of the CSBQ.

Informant-report measures, like the CSBQ, are based on day-to-day observations of child behaviour and development across situations. As child behaviour in this age group is likely to fluctuate across specific time points, such measures offer the most comprehensive assessment of children's self-regulation abilities. Settings will be instructed that questionnaires should be filled out for each child by the EY practitioner who works most closely with that child and knows them best.

The CSBQ has been administered in multiple recent EEF trials in EY settings (e.g., Emotion Coaching). It is validated for use with 3-5-year-olds and shows good psychometric properties (Howard & Melhuish, 2017). Specifically, Cronbach alphas for each subscale indicate a very good internal consistency, including for the cognitive ($\alpha = .87$), behavioural ($\alpha = .89$) and emotional ($\alpha = .83$) self-regulation subscales, as well as the prosocial behaviour ($\alpha = .89$) and externalising problems ($\alpha = .88$) subscales. The CSBQ subscales also show strong correlations with the nearest-comparison Strengths and Difficulties Questionnaire (SDQ) subscale for hyperactivity ($r = -.66$ to $r = -.81$) as evidence for the measure's external validity. The cognitive, behavioural, and

⁹ Incentive amounts in the PECE group are smaller than those in the PAU group in recognition that those settings receive the programme as part of the trial, which they would otherwise have to purchase from TPUK outside of the trial.

emotional self-regulation subscales of the CSBQ show strong correlations amongst themselves ($r = .63$, $r = .71$, and $r = .80$), which supports their use in combination (Howard & Melhuish, 2017).

Each of the three CSBQ self-regulation subscales comprises five to six items describing a child's behaviour (e.g. "Persists with difficult tasks"), which respondents use to assess child behaviour on a 5-point Likert scale from 1 (Never true) to 5 (Always true). The cognitive self-regulation subscale (five items) captures behaviours related to control over thinking and attention (e.g. persisting with difficult tasks, choosing activities on their own). The behavioural self-regulation subscale (six items) captures behaviours related to control over impulsive behaviours (e.g. waiting their turn, sitting still). The emotional self-regulation subscale (six items) captures behaviours related to control over emotional reactions (e.g. getting over being upset quickly, not being easily upset over small events). Scores on each subscale will represent averages across items belonging to the subscale (mean scores ranging from 1 to 5). The three subscale scores will then be averaged to derive a composite child self-regulation score (mean scores ranging from 1 to 5), weighting the three subscales equally.

The three CSBQ self-regulation subscales will be administered to EY practitioners as a paper questionnaire, distributed to them by settings at endline in June-July 2027, alongside the CSBQ prosocial behaviour subscale and the CSBQ externalising behaviour subscale (23 items in total).¹⁰ CSBQ items belonging to these subscales will be presented in a scrambled order on the questionnaire and subscales will not form different sections.

Secondary outcomes

Child prosocial behaviour and externalising behaviour problems

As a secondary outcome of interest in the logic model (see Figure 1), the trial will explore child prosocial behaviour, as measured by EY practitioner report on the CSBQ prosocial behaviour subscale. The subscale comprises five items, capturing behaviours that are for the benefit of others (e.g. sharing, helping, cooperating). Similarly to the other CSBQ subscales, respondents are asked to assess child behaviour on a scale from 1 (Never true) to 5 (Always true). The prosocial behaviour score will be an average (1 – 5) across the items belonging to the subscale.

As a further secondary outcome of interest (see Figure 1), the trial will explore challenging child behaviour, as measured by EY practitioner report on the CSBQ externalising behaviour problems subscale. The subscale comprises five items, capturing negative feelings and behaviours that are outwardly focused (e.g., aggression, anger, disruption). Like the other CSBQ subscales, respondents assess child behaviour on a scale from 1 (Never true) to 5 (Always true). Similarly, the externalising behaviour problems score will be an average (1 – 5) across the items belonging to the subscale.

Both of these CSBQ subscales show good psychometric properties, as described above (see Primary outcome).

¹⁰ Some items in the CSBQ ($n = 4$) contribute towards two scales simultaneously. This reflects the interrelated nature of the target concepts and the shared behaviours in which they manifest.

The CSBQ prosocial behaviour and externalising behaviour problems subscales will be completed by EY practitioners alongside the CSBQ self-regulation subscales, as paper questionnaires at endline in June-July 2027 (see Data collection).

Task-based measure of child self-regulation

To complement the questionnaire-based measure of self-regulation, as a further secondary outcome, the trial will also investigate child self-regulation as captured by a task-based measure. For this outcome, the Preschool Situational Self-Regulation Toolkit (PRSIST) assessment (Howard et al., 2019) will be administered in settings by independent assessors, trained by the research team. While this will provide a more objective measure of self-regulation than questionnaire reports by EY practitioners, this measure will only be based on a snapshot of children's abilities in the context of a specific task.

The PRSIST assessment has shown good construct validity, reliability ($\alpha = 0.86$ to 0.95), and concurrent validity with other task-based self-regulation ($r = 0.50$ to 0.63) and school readiness measures ($r = 0.66$ to 0.75 ; Howard et al., 2019; 2020). The assessment comprises nine items in which assessors rate each child's attention, engagement and demeanour during two game activities: one group activity (memory card game, ten minutes) and one individual activity (curiosity boxes guessing game, 5 minutes). For each item, assessors rate the extent to which the child engages in the described behaviour (e.g. "Did the child sustain attention, and resist distraction, throughout the instructions and activity?") on a scale from 1 to 7, representing a judgment of the frequency and/or severity of the behaviour. Anchors for the scale are specific to each item, such that e.g. a score of 1 can represent "a child pays virtually no attention to any aspects of the instructions or game", with 7 representing "a child has virtually no lapses in attention and pays careful attention at all times".

The PRSIST assessment questionnaire is completed twice for each child - once for each game activity. Ratings are first averaged for each item across the two activities, to derive a single set of item scores for each child. Scores are then averaged across into two scales – a cognitive self-regulation scale (6 items, average score 1 – 7) and a behavioural self-regulation scale (3 items, average score 1 – 7). The two scores are then averaged to derive the overall PRSIST self-regulation score (1 – 7).

PRSIST assessments will be conducted in settings by independent assessors, trained by the research team, at endline in June-July 2027.

Longer-term child outcomes

Longer-term child outcomes will be assessed at the end of reception year of primary school (i.e., one and a half years after baseline) in a follow-up analysis and reported separately, via Early Years Foundation Stage Profile (EYFSP) data from the National Pupil Database (NPD). The EYFSP is a teacher assessment of child development in key areas, completed at the end of the reception year of primary school (DfE, 2025a). Teachers assess children on distinct early learning goals (ELGs), indicating whether they have met the expected level of development (expected), or whether they are still developing towards it (emerging).

The follow-up analysis will specifically use EYFSP scores on the three personal, social and emotional development goals – self-regulation (NPD variable: FSP_PSE_E03), managing self

(NPD variable: FSP_PSE_E04) and building relationships (NPD variable: FSP_PSE_E05) - as well as the overall school readiness score assigned to children - i.e., the binary good level of development score (GLD, NPD variable: FSP_GLD).

Compared to the main analysis for the trial, the sample for this follow-up analysis might be smaller (e.g., due to children delaying school entry and/or skipping reception year, and potential data matching misses).

EYFSP assessments will be completed for the cohort of children in our sample when they reach the end of reception year of school, i.e. towards the end of the 2027/28 school year. Data will be requested from the NPD in July 2028.

EY practitioner outcomes

At the EY practitioner level, the trial will investigate the impact of PECE on EY practitioners' self-reported confidence and skills in supporting child self-regulation. To measure these practitioner outcomes, we will review existing measures that could be adapted for the purpose of this trial, including any measures used in previous Triple P studies. If no relevant measures are identified, we will develop a bespoke measure.

The measure(s) will be administered as part of the online EY practitioner survey at baseline in September 2026 and at endline in June-July 2027. The measure(s) will be included as an Appendix in the final report.

Baseline measures

No baseline measures of primary and secondary child outcomes will be collected, as the additional expense and burden on settings outweigh any gains in statistical power. In addition, for any children starting at the setting in September 2026, practitioners will not yet have a good knowledge of the child's patterns of self-regulation and behaviour to be able to provide accurate baseline measures.

The online EY practitioner survey, containing the selected measures of EY practitioners' self-reported confidence and skills in supporting child self-regulation, will be administered at both baseline in September 2026 and endline in June-July 2027. EY practitioner scores on each measure at baseline will therefore serve as a baseline measure for the same practitioner outcome at endline.

Data collection

In September 2026, settings will be asked to enumerate participating children and provide details of all EY practitioners at the setting who work with 3-4-year-olds, using NatCen's secure upload platform. Enumeration data will include children's first and last names, dates of birth, gender, home postcode, EYPP eligibility, attendance hours and, where available, Unique Pupil Numbers.

Our outcome data collection will follow an approach used successfully in previous EY trials, including [Emotion Coaching](#):

- EY practitioners who work most closely with enumerated children will be asked to complete a brief paper questionnaire on child outcomes for each enumerated child at endline in June-July 2027.
- All EY practitioners in the setting will be asked to complete a short online survey (practitioner-level outcomes and IPE data) at baseline in September-October 2026 and endline in June-July 2027.
- Independent assessors will be recruited by AlphaPlus as a subcontractor and trained by NatCen to administer the task-based measure of self-regulation.

In addition to child outcomes, paper questionnaires distributed to EY practitioners at endline in June-July 2027 will also ask for each child's EYPP eligibility and the average number of hours per week each child has attended the setting during the year. This will complement EYPP and child attendance data collected from settings at child enumeration in September 2026 and serve as contextual information for additional analyses (see Additional analyses).

In recognition of the substantial data collection burden on EY practitioners, we include additional voucher incentives provided to the setting specifically for practitioners completing child outcome questionnaires. We will monitor response rates and send replacement questionnaire sets to settings to facilitate completion.

Sample size

We conducted power calculations for the anticipated sample sizes in the trial, using PowerUp! (Dong & Maynard, 2013). Table 3 shows the Minimum Detectable Effect Size (MDES) achievable for the trial, before and after accounting for anticipated setting and child-level attrition.

Before accounting for attrition

The trial will aim to recruit 140 settings, half of which ($n = 70$) will randomly be allocated to the PECE group and half ($n = 70$) to the PAU group. The target sample size was agreed in discussion with the delivery team and the EEF, to balance feasibility and implications for the study's power.

We anticipate an average of 16 3-4-year-old children per setting to be eligible and participating in the trial. Our anticipated sample size, before accounting for attrition, is therefore 2,240 children ($n = 1,120$ in the PECE group, and $n = 1,120$ in the PAU group). The number of EYPP eligible children in each setting was estimated using the latest national average at the time of writing (15.1%).¹¹

For the purpose of these power calculations, we do not assume that the setting-level covariates included in our primary outcome model (i.e., setting-level stratification variables, see Primary analysis) will explain a defined proportion of the variance in outcomes. The trial will not collect baseline measures for child outcomes, and in accordance with EEF analysis guidance (2022), no further child-level covariates are included in the primary outcome model. Based on previous trials in EY settings (e.g., Robinson-Smith et al., 2019; Bhatti et al., forthcoming), we anticipate

¹¹ According to the DfE (2025b), 15.1% of children aged 3-4 years in nursery settings (and not in their reception year of school) were in receipt of EYPP across England in 2025.

an intraclass correlation (ICC) of 0.135. Finally, we used a standard Type I error rate of 0.05 and a Type II error rate of 0.20.

Under these assumptions, and before accounting for attrition, the trial would be powered to detect a MDES of 0.21 for the main analysis and 0.34 for the EYPP subgroup analysis.

After accounting for attrition

To present a more realistic scenario of the samples that would be available at endline, we assume a 15% setting attrition and a 10% child-level attrition in each remaining setting between randomisation and analysis (see Table 4). These attrition rates have been observed in previous EY trials, including [Emotion Coaching](#). This means a total of 119 settings remaining in the trial at endline, and a total of 1,714 children (n = 857 in PECE settings, and n = 857 in PAU settings). The number of EYPP eligible children in this scenario would be 259 (n = 129 in PECE settings and n = 129 in PAU settings).

Under such levels of attrition from the trial between randomisation and analysis, the trial would be powered to detect an MDES of 0.23 for the main analysis and 0.38 for the EYPP subgroup analysis.

Table 3: Sample size calculations

			Overall		EYPP	
			No attrition	With expected attrition	No attrition	With expected attrition
Minimum Detectable Effect Size (MDES)			0.21	0.23	0.34	0.38
Pre-test/ correlations	post-test	level 1 (pupil)	0.00		0.00	
		level 3 (school)	0.00		0.00	
Intraclass (ICCs)	correlations	level 3 (school)	0.135		0.135	
Alpha			0.05		0.05	
Power			0.8		0.8	
One-sided or two-sided?			two		two	
Average cluster size			16	14	2.4	2.2
Number of schools	Intervention		70	59-60	70	59-60
	Control		70	59-60	70	59-60
	Total		140	119	140	119
Number of pupils	Intervention		1,120	857	169	129
	Control		1,120	857	169	129
	Total		2,240	1,714	338	259

Table 4: Expected attrition

	School level	Pupil level
Expected attrition (%)	15%	10%

Randomisation

The 140 settings recruited to the trial will be randomised into one of the two trial arms: the PECE programme or the PAU group. Randomisation will be at the setting level, as the intervention targets EY practitioners in a setting and we expect all children in their care to be exposed.

To ensure balance of important setting characteristics between the PECE and PAU groups, randomisation will be stratified by setting region (three groups, e.g., North, Midlands, South), setting type (PVI vs maintained/school-based), and setting IDACI¹² (e.g., high vs low). This will help ensure that any systematic differences in practice between setting types and area-level socioeconomic characteristics that may influence child outcomes in the trial are balanced between the trial arms and would therefore not confound any treatment effects in the analysis. In addition, stratifying by region will help ensure that settings randomised into each trial arm are distributed across regions in the sample, rather than clustered in specific regions by chance. Within each stratum, settings will have a 50:50 chance of being randomised into the PECE or the PAU group.

Randomisation will be carried out by the IE research team at NatCen in October 2026, once settings provide child enumeration data. It will be completed in Stata using the `randtreat` command, and both `.do` and `.log` files will be used to record the process. Researchers will be blind to setting identity at the time of randomisation and setting identifiers will be linked back to treatment allocation once randomisation has been completed.

Random sampling of children in larger settings

While in smaller settings (i.e., those with 25 or fewer 3-4-year-olds) all children will be included in data collection, in larger settings (i.e., those with more than 25 3-4-year-olds), we will randomly sample 25 children whose data will be collected in the trial. This will be done to ensure the burden of data collection remains reasonable for participating settings and to minimise the risk of settings withdrawing or failing to complete endline testing due to the high demands of collecting data for a large number of children.

Random sampling within each large setting will be stratified by child EYPP status at enumeration, to ensure proportional representation of EYPP eligible children in the sample for analysis. This will be carried out in R by the impact evaluation team at NatCen, after randomly assigning settings to the two trial arms.

¹² This will be used as a setting-level proxy for socioeconomic deprivation. More information on the index can be found here: [English indices of deprivation 2025: statistical release](#).

Statistical analysis

The primary and secondary outcome analyses will use an Intention-to-Treat (ITT) approach to estimate the impact of PECE on each outcome of interest, and follow EEF statistical analysis guidance (EEF, 2022). Two-level models will be estimated to account for children (or in the case of practitioner-level outcomes, EY practitioners) being clustered within settings. The analysis will be implemented in R version 4.5.0 or higher.

In line with EEF guidance, we will report effect sizes for each outcome as Hedges' g effect sizes as well as 95% confidence intervals (CI) for model estimates.

The analyses will be pre-specified in more detail in the study's Statistical Analysis Plan (SAP), which will be published in early 2027.

Primary analysis

The primary outcome analysis will estimate the effect of PECE on child self-regulation, as reported by EY practitioners (RQ1). We will estimate a two-level linear mixed-effects regression model, to account for children (level 1) being clustered within settings (level 2).

The dependent variable will be composite scores on the CSBQ self-regulation subscales. The model will include a binary indicator for treatment allocation, stratification variables (region, setting type and setting IDACI) as covariates, and a random intercept by setting. In accordance with the EEF analysis guidance (2022), no further covariates will be added to the model. The regression coefficient for treatment allocation will represent the difference in outcomes between the PECE and the PAU group, adjusted for covariates in the model.

Secondary analysis

Child outcomes

To estimate the effect of PECE on each secondary child outcome at endline (RQ2-4), a two-level linear mixed-effects regression model will be estimated for each outcome score as the dependent variable. As above, models will include a binary indicator for treatment allocation, stratification variables (region, setting type and setting IDACI) as covariates, and a random intercept by setting. The regression coefficient for treatment allocation will represent the difference in each outcome between the PECE and the PAU group, adjusted for covariates in the model.

EY practitioner outcomes

To estimate the effect of PECE on EY practitioners' self-reported confidence and skills in supporting child self-regulation (RQ7), we will similarly estimate a two-level linear mixed-effects regression model for each selected outcome measure, with practitioners (level 1) clustered in settings (level 2). The model will include practitioner scores on each selected measure as the dependent variable, a binary indicator for treatment allocation, practitioner scores on the measure at baseline and stratification variables (region, setting type and setting IDACI) as covariates, and a random intercept by setting. The regression coefficient for treatment allocation

will represent the difference in each outcome between the PECE and the PAU group, adjusted for covariates in the model.

Estimation of effect sizes

In line with EEF analysis guidance (2022), we will calculate effect sizes as Hedges' g , following the formula for cluster-randomised trials as adapted from Hedges (2007), using the adjusted difference in means between the PECE and PAU groups, and the pooled unconditional (unadjusted) standard deviation (i.e., a weighted average of estimates for the two groups) - derived using the variance of the setting-level random intercept and the variance of residuals from a two-level "null" or "empty" model with no predictors.

We will also report 95% CIs for effect sizes.

Sub-group analyses

A subgroup analysis will be conducted to examine the effect of PECE on child self-regulation for children eligible for Early Years Pupil Premium (EYPP) (RQ5). This analysis will use EYPP eligibility as an indicator of socioeconomic disadvantage, available in early years settings and preferred by the EEF. EYPP status will be provided by settings as part of the pupil enumeration data at baseline, as well as by EY practitioners as part of questionnaire measures for each child at endline. A composite EYPP eligibility indicator will be created to indicate a child as eligible for EYPP if either of those sources reported they are eligible.¹³

Following EEF guidance (2022), this subgroup analysis will be conducted using both a subsample consisting of only children who are eligible for EYPP, and an interaction term added to the primary outcome model for the whole sample. Specifically, we will estimate the primary outcome model once for the subsample of EYPP-eligible children, and a second time for the whole sample, with the addition of EYPP eligibility as a predictor and an interaction term between EYPP eligibility and treatment allocation. The models will include combined scores on CSBQ self-regulation subscales as the dependent variable, a binary indicator of treatment allocation as an independent variable and stratification variables (region and setting type) as covariates (EEF, 2022).

Additional analyses

Age and gender are known predictors of child self-regulation (Ng-Knight et al., 2016a; Ng-Knight et al., 2016b). We will estimate the primary outcome model with the addition of age (in months) and gender as fixed effects, to statistically control for these characteristics. Additionally, we will include two interaction terms to assess whether the effect of PECE on the primary outcome varies by age (in months) and by gender.

¹³ If either source reports that the child is eligible for EYPP, the child will be assumed to be EYPP-eligible – even in cases where the other source might report that the child is not eligible for EYPP. This will be done to ensure that while eligibility may change between specific time points, we capture a wide and more comprehensive proxy of socio-economic disadvantage. This resembles the use of FSM eligibility in the past six years as an indicator often used for older pupils.

Using child attendance data collected from practitioners at endline (see Data collection), we will conduct an additional analysis to examine whether the effect of PECE on self-regulation outcomes differs depending on the number of hours children attended nursery. This analysis will re-estimate the primary outcome model twice – once while including child attendance as a predictor, and once including both child attendance as a predictor and an interaction term between child attendance and treatment allocation. The models will also include EYPP status and IDACI centile based on children’s home postcode as covariates, to control for differences in attendance hours that would be explained by differences in families’ socio-economic circumstances.¹⁴

Finally, as additional analyses, we will estimate models for children’s scores on each of the three CSBQ self-regulation subscales separately, as well as for each of the two PRSIST subscales. These analyses will be specified in more detail in the study SAP.

Analysis in the presence of non-compliance

The definition of compliance with the programme and how it will be measured will be agreed with the delivery team and the EEF, and described in detail in the study’s SAP and final report. While compliance will be defined and measured at the setting level, the unit of the compliance analysis will be children.

To account for non-compliance (e.g., settings not complying with their intended treatment allocation) and isolate the impact of the programme for settings that did adhere to their random assignment, we will conduct a Complier Average Causal Effect (CACE) analysis. We will adopt an instrumental variable (IV) approach (Angrist & Imbens, 1995), using Two Stage Least Squares (2SLS) regression with random treatment allocation as the IV. We will use the `iv_robust` function in the `estimatr` package in R to carry out the CACE analysis.

Missing data analysis

We will follow EEF analysis guidance to address missing data (EEF, 2022). Multiple imputation will be considered, depending on the extent of missingness (e.g., if above 5%) and the observed patterns of missingness.

We will report the extent of missing data for all outcomes and covariates across models, and the number of complete cases in the sample. To explore patterns of missing data, we will estimate a two-level logistic regression model, regressing the presence of missing data in the primary outcome on variables in the data that might be predictive of missingness. The model will include setting-level characteristics (including treatment allocation, region, setting type and setting IDACI) and child-level characteristics (including EYPP eligibility, age, gender) as predictors, as well as a random intercept by setting.

¹⁴Children from families in different socio-economic circumstances tend to attend early years settings for different numbers of hours per week, depending on whether both parents are in paid work and how many free hours of childcare they are eligible for (Department for Education, 2025a).

Where MI is performed, we will describe the variables used for imputation, the number of imputations performed, and the results of any sensitivity analyses to test assumptions about missing data.

Implementation and process evaluation (IPE) design

Research questions

The IPE will cover the following dimensions:

- **Fidelity** – extent to which PECE is delivered as intended
- **Dosage** – number of EY practitioners put forward to be trained by TPUK in each setting, those EY practitioners' attendance at training sessions and how much of the intended intervention is delivered to practitioners.¹⁵
- **Quality** – quality of intervention training and activities
- **Adaptation** – extent to which changes are made to the delivery model
- **Reach** – extent to which EY practitioners at the settings take part in activities
- **Responsiveness** – extent to which EY practitioners actively engage with activities
- **Usual practice** – how the intervention differs from the training and activities that EY practitioners carry out in the PAU group or did pre-intervention
- **Perceived outcomes** – EY practitioners' perceptions of the effects of the programme on children and practitioners
- **Costs** – the cost of delivering the programme in settings
- **Context** – who the programme worked for within the setting and under what circumstances

The IPE will address the research questions listed below. In these questions, the term 'programme' refers to all elements of the PECE approach, including the training, delivery, and how the approach is embedded in practice:

- RQ8: How is the programme different to usual practice? (*Usual practice*)
- RQ9: To what extent is the programme delivered as intended? (*Fidelity, Dosage, Reach, Adaptation, Quality*)
- RQ10: What are the facilitators and barriers to the delivery of the programme? (*Quality, Responsiveness, Context*)

¹⁵ We will only measure dosage at practitioner level since that is the data that will be available. It will not be possible to measure dosage at child level since PECE is an approach rather than a measured intervention, and all 3-4-year-olds in the setting are intended to experience PECE strategies.

- RQ11: What are the perceived outcomes of the programme for EY practitioners, including their knowledge, confidence and self-regulatory skills? (*Perceived outcomes*)
 - RQ11a: Are there any differences in outcomes for those EY practitioners who are coaches vs those that are educators?
- RQ12: What are the perceived outcomes of the programme for children, including for their emotional and behavioural self-regulation? (*Perceived outcomes*)
 - RQ12a: Are there any perceived outcomes of the programme on children's behaviour and pro-social skills?
 - RQ12b: Are there any differences in outcomes between boys and girls, or for children from disadvantaged backgrounds?
- RQ13: What are the perceived outcomes of the programme at the setting level? (*Perceived outcomes*)
 - RQ13a: Are there any differences in outcomes between school-based and PVI settings?
- RQ14: What is the per-child cost of the programme? (*Costs*)

Research methods

NatCen will carry out a multi-stage implementation and process evaluation that uses a mixed-methods design. The IPE will draw on interviews, observations, setting visits, surveys, and monitoring data to build a detailed account of how PECE is used and experienced in everyday practice.

We have mapped our design against key IPE dimensions below (see Table 5)

Table 5: IPE design

IPE dimension	Delivery team interview	Pre-implementation interviews with setting managers	Training observations	Training monitoring	Focus group with ICs	Setting visits - coaching session observations	Setting visits - interviews with coaches and educators	Post-implementation interviews with coaches and educators	Practitioner survey at baseline	Practitioner survey at endline	Monitoring data	Cost pro-forma for TPUK
Fidelity												
Quality												
Adaptation												
Dosage												
Reach												
Responsiveness												
Usual practice												
Perceived outcomes												
Context/moderators												
Costs												

Analysis

Delivery team interview

Between June and July 2026, we will hold an online interview with members of the delivery team to understand their expectations for how the programme will be implemented. The discussion will focus on anticipated barriers and facilitators, as well as views on how PECE is expected to influence educator practice and children's outcomes. The interview will also explore issues related to **fidelity** (important elements of the programme for the intended delivery model), **adaptation** (any anticipated modifications in practice), and **context or moderating factors** that may shape implementation. The interview will last approximately 60 minutes.

Pre-implementation interviews with coaches

We will conduct interviews with eight coaches from the intervention group. These conversations will explore their motivations for taking part in the programme, how they intend to support staff during implementation, any challenges they anticipate, and their views on the coach training. We will also gather information on whether settings expect to make any adaptations to delivery and how the programme aligns with – or differs from – their existing approaches to supporting children's emotional development and regulation. To ensure we capture contextual variation, the sample will include a balance of school-based and PVI settings from a range of geographical areas. Each interview will be held online or by telephone and will last around 30 minutes.

A topic guide will structure discussions around the key IPE dimensions: **fidelity** (the extent to which anticipated delivery aligns with the intended model), **adaptation** (any anticipated changes to be made and the rationale behind them), **reach** (the extent to which practitioners engage with the training activities), **responsiveness** (the degree to which practitioners actively participate in training and early delivery), and **usual practice** (training and approaches used prior to the intervention).

These interviews will be carried out in November and December 2026, after coaches have completed the initial training.

Coach training observation

At the start of the programme, we will observe a two-day online training session delivered to practitioners nominated to become PECE coaches. We will develop structured observation protocols to guide data collection. These will focus on **fidelity** (how closely the training content reflects the intended delivery model), **quality** (the standard of delivery), **responsiveness** (the extent to which setting managers engage with the material), and **adaptation** (any deviations or adjustments made during delivery). The observations will also provide insight into the strategies and approaches that setting managers are introduced to through the training. Training observations will be conducted between November and December 2026.

Focus groups with Implementation Consultants and Triple P Trainers

Between April and May 2027, we will hold two focus groups, one with three to four Implementation Consultants, and one with three to four Triple P Trainers. The discussions will explore how Consultants and Trainers support coaches during programme implementation. The sessions will cover key IPE dimensions including **fidelity** (how consistently Consultants and Trainers follow the intended model), **quality** (the standard of support provided), **reach** (the extent to which coaches access and use the support), and **responsiveness** (how coaches engage with the guidance offered).

Setting visits

Between March and April 2027, we will carry out six setting visits to intervention settings. These visits will allow us to observe a PECE practice session, where a trained coach works directly with educators to reflect on and support their use of PECE strategies. The visits will provide first-hand insight into how the programme is being delivered and embedded. Each visit will include a structured observation of one practice session, including the ‘practice task’ element of the session where educators interact with children. The observation will be followed by brief in-person interviews with the coach and educator involved.

We will use purposive sampling to select settings that represent a range of geographical variation, provision types (school-based and PVI) and settings caring for higher proportions of children eligible for EYPP, ensuring that contextual variation is captured.

Practice session observations will focus on how educators apply PECE strategies with children and how coaches guide and support them during the session. This component will address the dimensions of **fidelity** (alignment with the intended model), **quality** (standard of delivery), **adaptation** (any modifications observed), and **responsiveness** (how educators engage).

Follow-up interviews with coaches and educators (45 minutes, in-person) will explore their use of PECE strategies in daily practice and any perceived changes in interactions with children and colleagues. Interviews with coaches will also examine their experiences of training, their approach to supporting educators, and perceived facilitators and barriers to embedding PECE within their setting. These interviews will contribute to understanding fidelity, adaptation, reach, responsiveness, and perceived outcomes.

Post-implementation interviews with coaches and educators

We will carry out post-implementation interviews with eight coaches and four educators from the intervention group during June and July 2027. These interviews will explore how PECE was delivered across the school year and gather staff reflections on their experiences of training, coaching and using PECE strategies in daily practice.

The topic guides will explore **adaptation** (what changes settings made to the programme and why), **fidelity**, **reach**, **responsiveness** (to what extent practitioners engaged with activities and what the barriers and facilitators were), **usual practice** (to what extent TPUK training was different to usual practice at the setting in terms of supporting children’s emotional self-regulation), and **context/moderators** (who the programme worked for within the setting and under what circumstances).

We will also gather views on the programme's perceived outcomes for children, practitioners, and settings overall. Practitioners will be invited to reflect on whether some children benefited more than others, including children eligible for EYPP or those with SEND. Speaking to staff from both school-based and PVI settings will help us understand variation in delivery and perceived outcomes across different types of provision. We will also take into account geographical variation and settings with higher proportions of children eligible for EYPP when sampling for these interviews, to capture a broad range of delivery experiences.

Interviews will also explore mechanisms of change, including how specific strategies (e.g., descriptive praise, managing transitions, responding calmly to behaviour) were used and how these may have contributed to observed changes. We will ask coaches and educators to reflect on whether they observed shifts from short-term to emerging longer-term outcomes, and, where expected changes were not seen, what they believe explains this.

Interviews will be conducted online or by telephone and will last up to 60 minutes.

Practitioner surveys

We will administer two online surveys to staff in both intervention and PAU group settings: one at baseline and one at endline. The surveys will collect practitioner-level outcome measures for the IE (see section Data collection) and questions supporting IPE. At baseline, we will include questions on staff and setting characteristics (**context**) and **usual practice**.

The endline survey for the intervention group will explore practitioners' experiences of PECE, including **perceived outcomes, reach, responsiveness, and fidelity**. To assess the use of PECE strategies, we will ask practitioners about the extent to which they used strategies consistently in their day-to-day interactions with 3-4-year-old children. The survey will also capture **dosage**, including when practitioners completed the online modules, when they began using PECE strategies with children, and how frequently they applied them. **Costs** data will be collected from setting managers as part of the endline survey.

The PAU group endline survey will repeat the **usual practice** questions to assess any changes over time and to help differentiate routine practice from programme-specific effects.

Endline surveys for both groups will ask whether practitioners participated in any training during the school year that focused on supporting children's socio-emotional development, and whether the settings adopted any other interventions aimed at children's self-regulation or behaviour.

Monitoring data

We will collect training data for the PECE online training completed by coaches and educators. For coach training, the delivery team will provide us with attendance records for each coach, after training has been delivered. We will also collect data on the number of coaches who completed the accreditation process. For the educator online training modules, the delivery team will provide software data for the setting-level completion rates (and time points of completion). Since the educator training is self-paced, we will collect this information at the end of the intervention. This relates to the IPE dimensions of **fidelity** (whether settings complete the

required training components), **reach** (the proportion of practitioners who take part), and **dosage** (the amount of training activity completed).

Table 6 provides an overview of the IPE methodology.

Table 6: IPE methods overview

Research method	Data collection methods	Number of encounters and participants	Data analysis methods	Research questions addressed	IPE dimension
Delivery team interview	Online	Encounters: 1 Participants per encounter: 1-2	Qualitative	9, 10	Fidelity, Adaptation, Context/moderators
Pre-implementation interviews with setting managers	Online/telephone	Encounters: 8 Participants per encounter: 1	Qualitative	8, 9, 10	Fidelity, Adaptation, Reach, Responsiveness, Usual practice
Training observations	Online	Encounters: 1 observation (2-day online) Participants per encounter: up to 20 coaches	Qualitative	9, 10	Fidelity, Quality, Adaptation, Responsiveness
Training monitoring	Online	Monitoring data collected for up to 770 EY practitioners	Quantitative	9, 10	Fidelity, Dosage, Reach
Focus groups with Implementation Consultants	Online	Encounters: 1 Participants per encounter: 3-4	Qualitative	9, 10	Fidelity, Quality, Reach, Responsiveness
Setting visits – practice session observations	In-person	Encounters: 6 Participants per encounter: 2 (coach and educator)	Qualitative	9, 10	Fidelity, Quality, Adaptation, Responsiveness

Setting visits – interviews with coaches and educators	In-person	Encounters: 6-12 Participants per encounter: 1	Qualitative	9, 10, 11, 12, 13	Fidelity, Adaptation, Reach, Responsiveness, Perceived outcomes
Post-implementation interviews with coaches and educators	Online/telephone	Encounters: 8 coaches, 4 educators Participants per encounter: 1	Qualitative	8, 9, 10, 11, 12, 13	Fidelity, Adaptation, Reach, Responsiveness, Usual Practice, Perceived outcomes, Context/moderators
Practitioner survey at baseline	Online	Encounters: approx. 1050 EY practitioners at 140 settings Participants per encounter: 1	Quantitative	8	Usual practice, Context/moderators
Practitioner survey at endline	Online	Encounters: approx. 1050 EY practitioners at 140 settings ¹⁶ Participants per encounter: 1	Quantitative	8, 9, 10, 11, 12, 13, 14	Fidelity, Dosage, Reach, Responsiveness, Usual practice, Perceived outcomes, Context/moderators, Costs
Cost pro-forma for TPUK	Online	Encounters: 1 Participants: 1 (TPUK)	Quantitative	14	Costs

¹⁶ Based on an average of 7.5 practitioners completing surveys on a previous EEF early years trial

Analysis

With participants' consent, we will audio-record interviews and focus groups, and they will be professionally transcribed. Notes from observations of training and practice sessions will be written up in detail.

We will use the Framework method to organise and analyse the qualitative data, following NatCen's established approach for applied social research (Ritchie et al., 2014). This involves developing thematic frameworks that reflect both the IPE research questions and themes emerging during early familiarisation. We will create matrices for each qualitative strand, with rows representing individual cases (e.g., interviews, focus groups), and columns representing themes and sub-themes.

Researchers will code the data systematically within these matrices, summarising content in a consistent way that preserves meaning while allowing comparisons within and across settings. We will look for patterns related to implementation (e.g., fidelity, adaptations), practitioner experience, contextual influences, and perceived outcomes for staff, children, and settings. As analysis progresses, we will identify broader categories that capture the main concepts shaping programme delivery and mechanisms of change. Where appropriate, we will draw on illustrative quotations to support interpretation.

We will manage and analyse practitioner survey data in SPSS, producing descriptive statistics and cross-tabulations. We will examine changes between baseline and endline in practitioner-reported knowledge, confidence, skills, and practice. Comparisons between intervention and PAU settings will help us understand differences in practitioner experience and usual practice across the year. Monitoring data (e.g., training completion) will also be used to describe engagement with the professional development components.

We will triangulate evidence across all qualitative and quantitative sources, mapping findings against the IPE research questions, implementation dimensions and the PECE logic model (see Figure 1). This integrated analysis will provide a rounded assessment of how PECE was delivered, the factors that supported or hindered implementation, and how implementation variation may have shaped impact evaluation findings.

Cost evaluation design

In line with EEF cost evaluation guidance (2023c), we will collect cost data from both settings and the delivery team.

- **Cost to settings.** The endline EY practitioner survey will collect data on the time and costs associated with implementing the programme at the setting, including staff time for attending online training sessions (PECE coaches), completing online modules (PECE educators), and attending practice sessions. Setting managers (PECE coaches) will be asked both about the time they spent, over and above usual practice, on activities associated with implementing the programme, and about any setting-level costs associated with implementing the programme, including the need for practitioner cover at the setting and the associated cost. Non-managers (PECE educators) will be asked about any additional time

they spent, over and above usual practice, on activities associated with the implementation of the programme.

- **Cost to the delivery team.** The delivery team at TPUK will be asked to complete a cost pro-forma to describe the staff and additional costs of preparing for implementation of the programme, delivering training, and supporting settings in the trial. TPUK will also be asked to provide an estimate of the market price they would charge settings for the programme outside of the trial.

Following EEF guidance, we will estimate the total cost per setting for the programme as if implemented for three consecutive years, and the cost per-pupil-school-year over a period of three years. The per-pupil cost will be estimated on the basis of annual average net costs to settings divided by the average number of children per setting per school year who benefit from the programme in the trial.

Ethics and registration

NatCen has a robust ethics procedure. NatCen's Research Ethics Committee (REC) reviewed and approved NatCen's research proposal for PECE on 12th February 2026. The REC provides independent guidance and oversight to ensure that all studies conducted by NatCen uphold high ethical standards and meet the expectations of government and other research funders. The REC procedure is underpinned by the principles set out in the 2021 Government Social Research (GSR) Professional Guidance and the 2021 Social Research Association (SRA) Ethics Guidance, ensuring that our work aligns with current sector-wide best practice.

Obtaining agreement to participate in the trial

Recruitment of settings

TPUK, in partnership with PLMR, are responsible for recruiting settings into the trial. TPUK began recruitment in March 2026. NatCen drafted the trial recruitment documents, including a setting information sheet, a memorandum of understanding (MoU), a parent information sheet, a Taking Part web page, and a privacy notice, with input from the delivery team and EEF.

The setting information sheet provides a clear overview of the PECE programme, outlining what participation in both the programme and the evaluation involves. It explains the activities required from settings, the potential benefits of taking part, and the eligibility criteria. The MoU sets out in more detail the expectations for settings allocated to either the intervention or comparison group, including the responsibilities associated with data collection and programme delivery. By signing the MoU, settings formally agree to take part in the evaluation and to the conditions attached to participation.

Recruitment of practitioners

One setting manager and all educators working with 3–4-year-olds from each setting will receive PECE training, if randomised to the intervention group. By signing the MoU, settings agree to share names and email addresses of these practitioners with NatCen, as well as names and email addresses of all practitioners at their setting who work with 3-4-year-old children. TPUK will securely share with NatCen a list of settings and contact details for the practitioners selected

to deliver PECE in their setting. Using these contact details, NatCen will send invites to practitioners to take part in interviews and surveys. For interviews, practitioners will be sampled to take part from different settings, to reduce the burden on an individual setting.

Parental consent

Practitioners will distribute information sheets created by NatCen to parents and carers of all 3-4-year-old children attending the setting. The sheet explains that the setting will securely provide NatCen with a small amount of child-level information needed for the evaluation. This includes each child's first and last name, sex, date of birth, home postcode, Unique Pupil Number (where available), eligibility for the Early Years Pupil Premium, and weekly attendance hours. Parents will also be informed that they have the right to opt their child out of the evaluation, and that opting out means their child's data will not be shared with NatCen and they will not participate in any assessments.

Trial registration

The evaluation has been registered on the Open Science Framework (OSF) platform and can be accessed at the following link: [10.17605/OSF.IO/2A3CT](https://doi.org/10.17605/OSF.IO/2A3CT).

Data protection

NatCen will act as the data controller for the duration of the PECE evaluation. Our lawful basis for processing personal data is legitimate interest under GDPR article 6(1)(f). We process data because it is necessary to carry out an independent evaluation of the PECE programme, this data is essential to fulfil that purpose, and doing so does not override participants' rights or freedoms.

Where we process special category data, our lawful basis is GDPR Article 9(2)(g) (substantial public interest), as permitted under the Data Protection Act 2018, Schedule 1 (research purposes). This processing is proportionate, safeguards are in place, and the information is necessary to understand how the programme works for different groups of children.

Our legitimate interests in processing these data relate to:

- Delivering a robust, independent evaluation of PECE;
- Supporting statutory and public interest aims to understand the effectiveness of early years interventions;
- Meeting the contractual requirements with the EEF.

NatCen will receive personal data on children and practitioners to administer the evaluation. Settings will securely share child name, sex, date of birth, postcode, Unique Pupil Number (where available), EYPP eligibility and attendance hours. TPUK will share practitioner names and contacts with NatCen. NatCen will collect survey responses, interview data, observation notes, child assessment data (collected by independent test administrators from AlphaPlus), and training and coaching monitoring data. These data will be used solely for research within the impact evaluation and IPE.

All personal data are stored securely, pseudonymised for analysis, and accessible only to named NatCen researchers. Approved third-party suppliers (e.g., transcription, printing, scanning, AlphaPlus test administrators) may process limited personal data under strict information security controls. You can read more about who has access to data collected as part of this evaluation on NatCen’s [privacy notice](#) for PECE. Reports will not identify any individuals or settings.

Longer-term child outcomes will be analysed by linking data collected as a part of the impact evaluation to the Early Years Foundation Stage Profile (EYFSP) data from the National Pupil Database. Data will be shared with the Department for Education (DfE) in order that it can be linked to the National Pupil Database (NPD). To do this, NatCen will send DfE children’s personal data collected from education settings, including first name, surname, date of birth, sex, home postcode, and UPN (where available).

At the end of the project, NatCen will prepare pseudonymised impact evaluation data for deposit in the EEF data archive. Once archived, EEF becomes the data controller, and linked NPD analysis may be undertaken using pseudonymised identifiers. No direct identifiers (e.g., child names, dates of birth) will be included in the archived dataset. For further information, see the [EEF’s archive privacy notice](#).

NatCen will delete evaluation data from its systems within 12 months of completion of archiving and the final EEF report. All processing follows UK GDPR, including purpose limitation, data minimisation, secure transfer and storage, audit trails, and protection of participant rights. Participants can contact NatCen’s Data Protection Officer with any concerns.

Personnel

A team of NatCen research and evaluation specialists will carry out the intervention. The Centre for Children and Families will lead the evaluation with support from impact evaluation specialists in other teams.

Table 7: Evaluation team

Evaluation team	Institution	Role
Dr Svetlana Speight	Research Director, Centre for Children and Families, NatCen	Principal investigator and IPE lead
Dr Thea Schei	Research Director, NatCen	Impact evaluation lead
Dr Terry Ng-Knight	Quality Director, NatCen	Impact evaluation lead (maternity cover)
Natasha Phillips	Senior Researcher, NatCen	Project manager and data collection lead
Ekaterina Stoilova	Senior Researcher, NatCen	Impact evaluation analyst and manager

Kate Baird	Researcher, NatCen	Project support, fieldwork, and IPE analysis
Dr Gayle Munro	Director, Centre for Children and Families, NatCen	Overall quality assurance

Table 8: Delivery team

Delivery team	Institution	Role
Matt Buttery	Chief Executive, Triple P UK	Oversight
Jo Andreini	Operations Manager, Triple P UK	Oversight, Implementation support
Gemma Drever	Portfolio Manager, Triple P UK	Project manager
Shawna Lee	Trainer and Clinical Lead, Triple P International	Clinical expertise
Dr Tasha Cullingham	Chief Clinical Officer, Triple P UK	Clinical expertise

Risks

Table 9: Risk management

Risk	Likelihood	Impact	Mitigation and Contingencies
EY settings reluctant to sign up to trial	H	M	We will work closely with the delivery team and EEF to support successful recruitment through choosing the most effective approaches, agreeing clear timelines and targets, and drafting easy to understand and engaging information materials. Feasibility of recruiting 140 settings and mitigations in place will be reassessed at each project meeting
Setting attrition because of burden	M	H	Both the delivery team and evaluators will be clear in their recruitment activities and documents about requirements for participating settings. Research design will minimise setting burden whilst ensuring depth of data. Power calculations account for potential attrition in both PVI and school-based settings. We will offer practitioners completing child questionnaires a separate incentive in recognition of the additional burden.

Response rates to the survey collecting child outcomes are lower than estimated	M	H	We will make the survey short and easy to complete on paper. We will monitor response rates daily and will send replacement questionnaires as needed. We will chase practitioners via email and phone calls and will respond to any queries promptly.
Pupil and staff attrition	M	H	We account for attrition in our power calculations.
NatCen staff absence or turn-over	M	L	NatCen staff have a three-month notice period to allow time for handover. The team can be supplemented by researchers with relevant topic and methodological expertise from a wide pool of researchers.

Timeline

Table 10: Timeline

Dates	Activity	Staff responsible/leading
March 2026 – August 2026	Recruitment of settings and signing MoUs	TPUK
June 2026 – July 2026	Delivery team interview	NatCen
September 2026	Settings enumerate pupils & administer parental opt out	Settings
September 2026	Settings enumerate staff working with 3-4-year-olds	Settings
October 2026	Randomisation of settings and settings informed of randomisation	NatCen / TPUK
September 2026 – October 2026	Baseline practitioner survey (practitioner outcomes, IPE data, online)	NatCen
November 2026 – December 2026	PECE training delivery	TPUK
November 2026 – May 2027	PECE programme delivery	TPUK
November 2026 – December 2026	Pre-implementation interviews with setting managers	NatCen
November 2026 – December 2026 & May 2027	Training observations and monitoring	NatCen
April 2027	Focus group with Implementation Consultants	NatCen

March 2027 – April 2027	Setting visits – observations, interviews	NatCen
June 2027	Post-implementation interviews	NatCen
May 2027 – June 2027	Collection of monitoring data	NatCen
June 2027 – July 2027	Endline practitioner survey (child outcomes, paper)	NatCen
June 2027 – July 2027	Collection of task-based outcome data (PRISIST, in person)	AlphaPlus
June 2027 – July 2027	Endline practitioner survey (practitioner outcomes, IPE data, online)	NatCen
August 2027 – October 2027	Data management, analysis and reporting	NatCen
November 2027	Draft report submitted	NatCen
December 2027 – January 2028	Comments and report finalisation	NatCen, TPUK, EEF
February 2028 – March 2028	Archiving	NatCen
July 2028	Application for EYFSP data via NPD	NatCen
July 2029	Addendum to the main report finalised for publication	NatCen

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