

Applying for EEF funding

Education Technology (EdTech): guidance notes to support you in completing the initial application form for our February 2023 grant-funding round

Round open: Tuesday 14th February

Closing date: 11am Monday 3rd April 2023

Research priority area: Education Technology (EdTech)

This funding round is part of EEF's reinvigorated commissioning approach. Funding rounds now fund projects within selected themes. This ensures that we are funding projects that can **answer the most important questions** as suggested by the existing evidence base and school priorities, **prioritising the areas that are likely to be most beneficial for socio-economically disadvantaged children**.

Education Technology (EdTech) is an area where more research is needed to find successful approaches that align with the evidence. This theme has been identified using existing evidence reviews and stakeholder consultation as having gaps in the evidence base and with potential to benefit disadvantaged pupils. As EdTech innovations are increasingly prevalent in schools it is important that we continue to build the evidence base for those making decisions about which EdTech programmes and approaches pupils are using.

In addition to the standard questions outlined in the "Application form guidance notes" section, the application form also includes questions on **specific themes within EdTech**.

Overview

We want to identify pedagogical programmes and approaches using EdTech that will also allow us to explore the role of teaching professionals and of implementation in classroom teaching and learning, including where schools use innovative AI or adaptive technologies with pupils. We are interested in which features of the technology, and how they are used, may support academic attainment. We expect programmes and approaches applying to demonstrate successful implementation and use by a range of settings.

Approaches which focus on supplying hardware or solely have outcomes relating to reducing an administrative burden, for example, would not be within our scope.

We are interested in funding programmes and approaches that are delivered to **pupils aged 5-16 (KS1-4)** in England.

Outcomes of interest

We are interested in pedagogical EdTech approaches and programmes that aim to increase pupil attainment, particularly for pupils eligible for Free School Meals (FSM), and that have not yet been trialled by the EEF. Although academic attainment is our primary outcome of interest, we are also interested in exploring programmes that also consider the time and cost-saving opportunities that EdTech programmes may provide to schools.

EdTech themes and subthemes

Themes

For each of the themes below, we want to investigate whether, and if so to what extent, these approaches support attainment, especially for FSM pupils. And, to answer the following questions:

1. To what extent do EdTech programmes and approaches support effective formative assessment?
2. How is EdTech used for supporting the development of specific skills in mathematics, literacy, modern foreign languages (mfl), including for targeted groups of pupils? And are these approaches effective?
3. How are computer adaptive learning/AI technologies used for teaching and learning? And with what impact on outcomes?

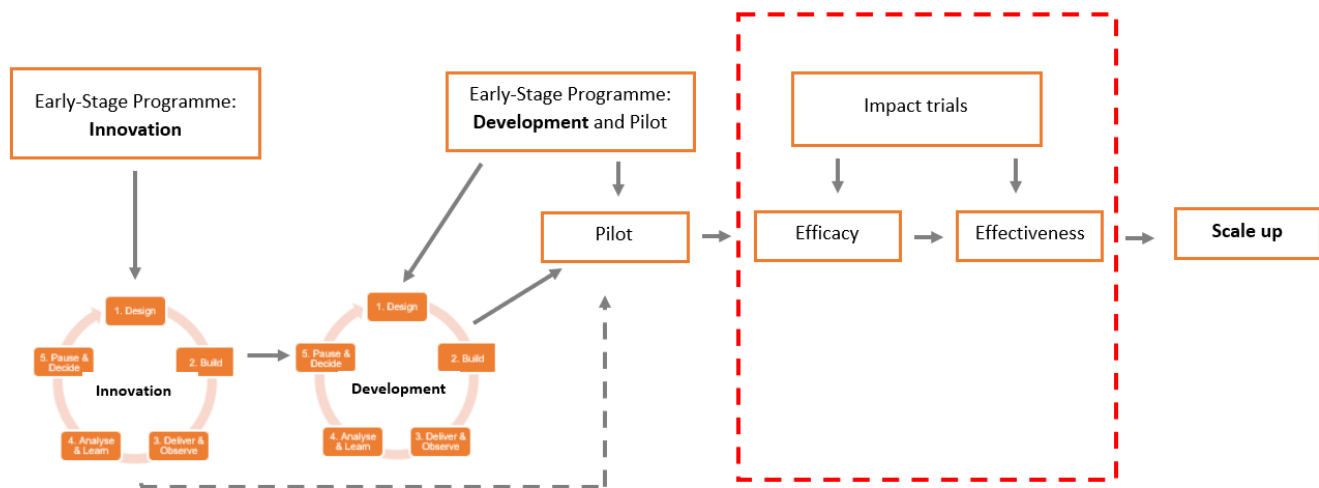
Please note that **applications may address multiple themes and sub-themes**.

Please indicate which of these your application is addressing, referring to the number and letter from the table below.

1. EdTech for formative assessment	
<i>Programmes and approaches that:</i>	a. Use digital diagnostic tools to support teachers to identify learning gaps for their pupils, including providing feedback to teachers on pupil progress and/or immediate feedback to pupils on their progress
	b. Automate marking and/or moderation of pupils' work, and may reduce teacher workload
	c. Use gamification (for example, quiz-based online games) for formative assessment
2. EdTech used to support the development of specific skills in mathematics, literacy, modern foreign languages (mfl), including for targeted groups of pupils	
<i>Programmes and approaches that:</i>	a. Support specific knowledge development, recall and retention (for example, times tables, vocabulary)
	b. Provide targeted support on a particular skill or topic and/or for a distinct group of pupils: for example, pupils with SEND; pupils with EAL; pupils finding a subject/skill challenging, pupils who require extra challenge
	c. Use gamification to support pupils to learn a specific skill in reading, language, or with numbers: for example, via individual games, competition with peers/interaction with other users and/or virtual reality technologies.
3. Computer adaptive learning (CAL) or Artificial Intelligence (AI) technologies for teaching and learning	
<i>Programmes and approaches that:</i>	a. Use computer adaptive learning/AI technology to support pupil progress (<i>must include</i>) and reduce teacher workload (<i>may include</i>). For example, incorporating scaffolding and metacognitive strategies such as clues, hints, reflection time, adding/removing support as a pupil progresses.
	b. Use computer adaptive learning/AI technology to support pupils' independent learning and link this to classroom teaching: for example, engagement with homework.

What types of programmes can apply?

We expect to receive applications from EdTech programmes that are suitable for **efficacy or effectiveness trials** and have previously been delivered to pupils aged 5-16.



Most projects will run as efficacy trials. Effectiveness trials are usually run as a replication trial, following a positive outcome from an efficacy trial. The difference is that effectiveness trials test a scalable model, so in a minority of cases, particularly where the project is already operating at a large scale, we may propose running an effectiveness trial as the first EEF trial. This would be a decision made in consultation with shortlisted applicants at the evaluation design stage and does not need considering at this stage.

Applications selected for an efficacy/effectiveness study will not require further development work. The programme will have been delivered in a large number of schools, with evidence that implementation is feasible from previous pilot delivery and the potential to improve the academic attainment of disadvantaged 5–16-year-olds. Efficacy/effectiveness studies will test whether an intervention can work under developer-led conditions, usually in 50+ settings. Successful applicants will be paired with an independent evaluator who will design the study, including how to assess the impact of the intervention on pupil outcomes, including attainment.

Next steps

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

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

What makes a successful proposal?

Successful proposals will be:

- **Well defined, with a clear explanation of what the programme is and how it will be implemented.**
 - Can you be clear about what will happen at every stage of your programme? Have you thought through what support schools/settings will need to implement it effectively?
 - The programme should be a sufficient change from usual practice – as the intention is to fund programmes that have an increased impact compared to what schools/settings are already doing.

- **Clear how they will support children and young people from socio-economically disadvantaged backgrounds.**
 - The EEF is dedicated to breaking the link between family income and educational achievement. There should be a clear rationale as to why your programme is likely to particularly benefit children and young people from disadvantaged backgrounds. Your project description should outline the programme clearly, the research evidence it is rooted in and how you think change happens through your project to ultimately have an impact on these pupils' attainment outcomes (this is referred to below as your theory of change).
 - Ideally you will have specific evidence of how your programme has positively impacted children and young people from disadvantaged backgrounds, and evidence of running your programme in schools/settings serving higher than average proportions of such children and young people.
 - If the proposal is successful, we will expect grantees to prioritise recruitment of schools/settings with high levels of socio-economically disadvantaged children and young people to the trial. Applicants need to consider and justify how their programme will be implemented and delivered with this in mind.
 - **Please note:**
 - applicants do **not** need to have identified specific settings or areas to work in - this would be agreed in discussion with the EEF and an independent evaluator if your application is successful.
 - applicants do **not** need to work exclusively with children and young people from disadvantaged backgrounds - but there should be a clear rationale for how the programme will support the EEF's mission to close the attainment gap.
- **Informed and supported by evidence of impact on learning outcomes.**
 - We are primarily interested in academic attainment, such as improvements in Key Stage Maths/English scores. Although academic attainment is our primary outcome of interest, we are also interested in exploring the time and cost-saving opportunities that EdTech programmes may provide to schools.
 - We are seeking programmes with a strong theory of change, including a clear description of the causal mechanisms that lead from the proposed activities to impact on children and young people's outcomes. This should be supported by evidence from rigorous research from wider literature, and/or previous evaluation of the specific approach. For example, building on previous literature reviews and any evaluations of similar interventions, identifying how your programme will mitigate any delivery barriers previously identified.
 - We strongly encourage applicants to consult reviews of the wider evidence base in preparing their applications: reference the wider evidence in the application with clear links back to your programme.
- **Practical, cost-effective and scalable.**
 - Our aim is to identify programmes that, if shown to be successful, could be taken on by schools and educational settings across England. Therefore, we are only interested in developing and testing initiatives that are practical and cost-effective to deliver.
 - A programme that relies on the ability of one particular trainer or developer is not scalable. Scalable programmes can be delivered by other teachers and other organisations.
 - **Please note:**
 - applicants do not need to have a final, definitive budget: the EEF team will work alongside successful applicants to finalise a budget.
- **Willing and able to be independently evaluated.**
 - We expect you to be willing to adapt your delivery plan and budget to accommodate the evaluation. For example, this could include recruiting a larger number of schools/settings or delaying implementing the programme until baseline assessments are collected.
 - **Please note:**
 - applicants do **not** need to include an evaluation design in the programme plan or budget.
 - Applicants do **not** need to contact evaluation teams independently. The EEF will appoint an independent evaluator from our panel of evaluators, and work with successful applicants to design an appropriate evaluation plan.

- To submit an application, please complete the online form: <https://www.tfaforms.com/5044285>
- Guidance on each of the questions can be found below.
- You might also find it useful to have a look at our [Funding FAQs](#) as well as the [programmes](#) we have funded in the past for examples of the types of things we fund.
- The deadline for initial applications is 11am Monday 3rd April 2023.
- Shortlisted programmes will be invited to present their proposal to members of the EEF Grants Committee.
- After an independent evaluation team is appointed, applicants will work with the EEF and the team to design the accompanying evaluation and finalise the programme plan in light of this.
- The updated proposal and budget will be presented to our Grants Committee in October 2023.

Funding round opens	Tuesday 14 th February
Deadline for initial applications	11am Monday 3 rd April
Design evaluation, finalise programme, theory of change workshop, interview and budget (<i>Working with EEF and independent evaluator</i>)	April 2023 – December 2023
Final EEF Grants Committee decision	January 2024
Estimated time for recruitment of schools/settings to take part in the programme – project dependent (this is usually the grantees' responsibility)	February 2024 – June 2024
Programme starts in schools/settings – project dependent	September 2024

Application form guidance notes

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

Wherever the guidance refers to 'schools/settings' this can be read as referring to a range of settings. Where the guidance refers to 'teachers' this can be read as referring to a range of practitioners, such as teachers and teaching assistants. Where the guidance refers to 'parents' this can be read as including other carers.

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

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

Eligibility Screening

1 Where will your proposed programme take place?

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

2. Is your application from a legally constituted organisation?

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

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

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

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

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

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

We cover:

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

We don't cover:

- Property or capital items
- Student fees
- Scholarships or bursaries
- Loan or debt repayment
- University overheads (as these can be reclaimed)

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

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

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

- a) Education Technology (EdTech)
- b) Post-16

About your organisation

1.1 Name of organisation

1.2 Organisation type

Please select from:

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

1.3 Applicant title

1.4 Applicant first name

1.5 Applicant last name

1.6 Applicant contact email

1.7 Applicant contact phone

1.8 Applicant job title

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

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

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

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

Programme questions

2.1 Programme title (max 15 words)

Please give your programme a title. Simple, descriptive titles (e.g. “Adaptive learning technologies for maths tutoring for Year 7s”) are welcome. If you are applying with a named programme, please include the name in the title.

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

For example, ‘Does the use of adaptive learning technology in an online tutoring programme improve maths outcomes in Year 7?’

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

Themes and subthemes	
1. EdTech for formative assessment	
<i>Programmes and approaches that:</i>	a. Use digital diagnostic tools to support teachers to identify learning gaps for their pupils, including providing feedback to teachers on pupil progress and/or immediate feedback to pupils on their progress
	b. Automate marking and/or moderation of pupils' work and may reduce teacher workload
	c. Use gamification (for example, quiz-based online games) for formative assessment
2. EdTech used to support the development of specific skills in mathematics, literacy, modern foreign languages (mfl), including for targeted groups of pupils	
<i>Programmes and approaches that:</i>	a. Support specific knowledge development, recall and retention (for example, times tables, vocabulary)
	b. Provide targeted support on a particular skill or topic and/or for a distinct group of pupils: for example, pupils with SEND; pupils with EAL; pupils finding a subject/skill challenging; pupils who require extra challenge
	c. Use gamification to support pupils to learn a specific skill in reading, language, or with numbers: for example, via individual games, competition with peers/interaction with other users and/or virtual reality technologies.
3. Computer adaptive learning (CAL) or Artificial Intelligence (AI) technologies for teaching and learning	
<i>Programmes and approaches that:</i>	a. Use computer adaptive learning/AI technology to support pupil progress (<i>must include</i>) and reduce teacher workload (<i>may include</i>). For example, incorporating scaffolding and metacognitive strategies such as clues, hints, reflection time, adding/removing support as a pupil progresses.
	b. Use computer adaptive learning/AI technology to support pupils' independent learning and link this to classroom teaching: for example, engagement with homework.

2.4 Which key stage/s are you targeting?

- Please select the main key stage focus of your programme:
 - KS1, KS2, KS3, KS4

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

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

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

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

If ‘Other’ please let us know who?

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

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

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

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

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

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

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

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

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

- What are the key activities and core components of your programme? (PLEASE NOTE: Here we ask you to identify your programme's core components. Core components are the parts, features, attributes, or characteristics of a programme that influence its success when implemented effectively - i.e. they trigger the causal mechanism. Removing a core component would make the intervention less effective)
- How are the different activities or components intended to change knowledge, skills, attitudes, and behaviours of either students or teachers in the short or medium term? (PLEASE NOTE: here we ask you to identify and explain the causal mechanisms and the intermediate outcomes. Causal mechanisms answer the question 'How or why does the intervention work?' They describe / explain a process of change)
- How are these changes in knowledge, skills, attitudes and/ or behaviours (intermediate outcomes or mediators) expected to affect the final desired outcomes, including attainment for pupils from socio-economically deprived backgrounds? As an example: If your programme involves training teachers in an approach, how do you expect the activities you do with teachers to translate to a change in teacher behaviour? And how will a change in teacher behaviour translate to a change in students' outcomes?

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

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

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

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

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

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

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

- Outline the rationale for the programme and why it is needed. You can assume that we have some understanding of the broad issues facing socio-economically disadvantaged pupils, but any details specific to your programme – e.g. specific language deficits – should be briefly explained.

- Outline how this programme would build on and contribute to the existing evidence base on improving educational outcomes for socio-economically disadvantaged children and young people. In particular, why is the programme expected to have a greater impact on outcomes for disadvantaged children? What evidence supports this?
- You should explain here why this programme addresses something important for schools/settings and/or its relevance to policy.
- Is the proposal similar to anything that the EEF has funded in the past? If so, please highlight this and expand on what this research will add to the evidence base.

3.5 References to quoted research (max. 500 words)

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

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

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

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

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

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

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

Finances

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

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

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

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

Please consider the following timescale and your related capacity when providing your answer: we anticipate approving grants in January 2024, which for a typical project would allow the spring and summer terms to recruit schools ahead of delivery in September 2024.

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

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

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

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

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

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

- To enable us to continue funding innovative, evidence-based ideas we normally expect all applicants to apply with a contribution within the range of 5% to 50% of the overall programme costs, or to be able to commit to fundraising for such a contribution. Please include in your

application your plan for identifying this contribution. If there are particular reasons why you think you will be unable to do this, please let us know.

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

c. **Additional documentation upload (optional):**

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