



Education  
Endowment  
Foundation

# Barnsley Pupil Premium Conference

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**16<sup>th</sup> September 2014**

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[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

## Who we are

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The Education Endowment Foundation is an independent grant-making charity dedicated to breaking the link between family income and educational achievement.

The EEF was founded in 2011 by lead charity The Sutton Trust, in partnership with Impetus Trust (now part of Impetus–The Private Equity Foundation)...



... with a £125m grant from the Department for Education



Together, the EEF and Sutton Trust are the government-designated 'What Works' centre for improving education outcomes for school-aged children.





## The challenge...

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**1.4 million**: the number of children aged 4-15 eligible for free school meals (FSM) in this country...

**22 months**: the age at which the attainment gap between children from rich and poor backgrounds is detectable...

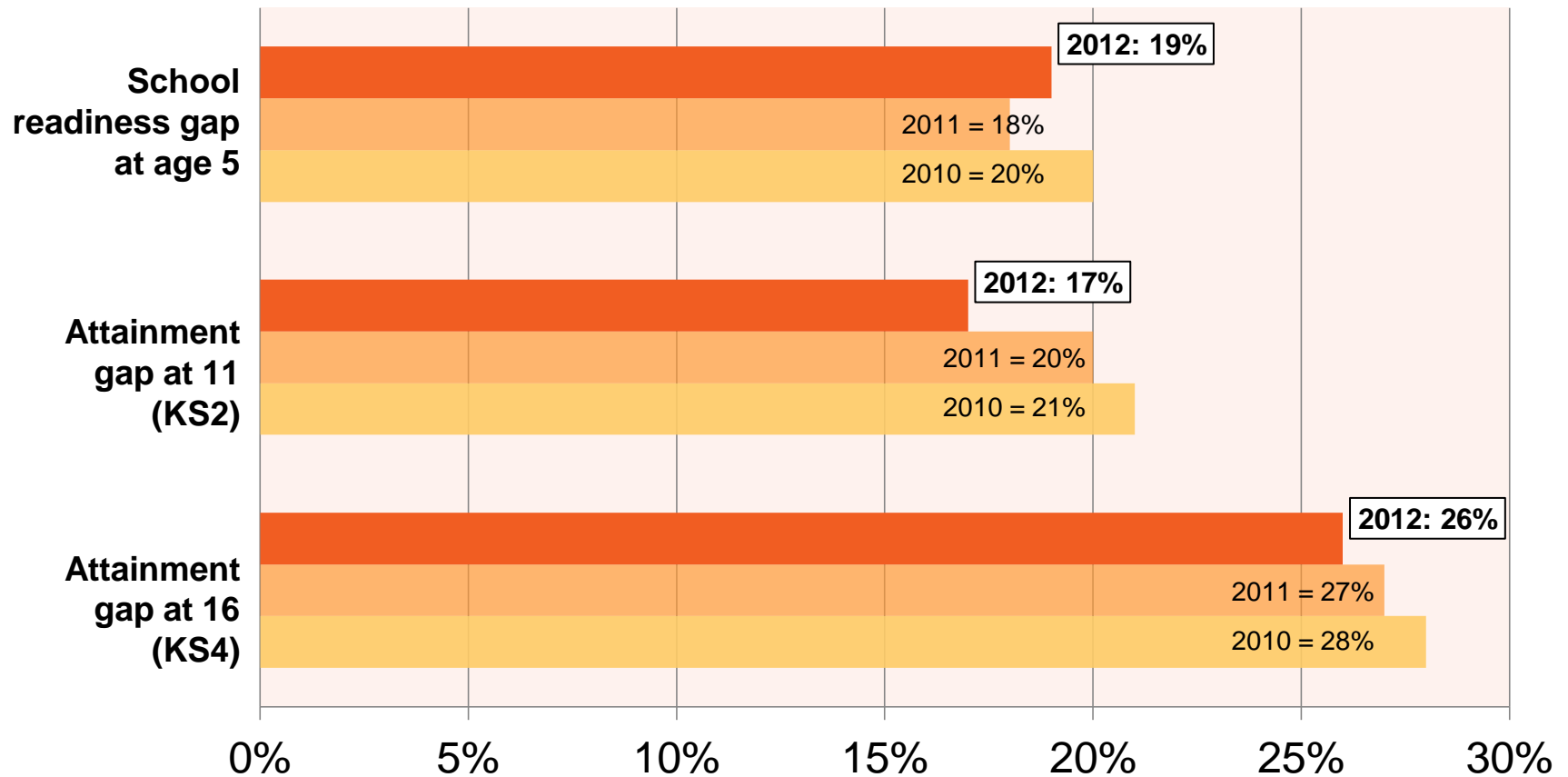
**75,000**: the number of pupils who fail to reach the expected level in English at age 11...

**63%**: the proportion of FSM children who didn't achieved 5 good GCSEs, incl. English and Maths, last year.

# The attainment gap



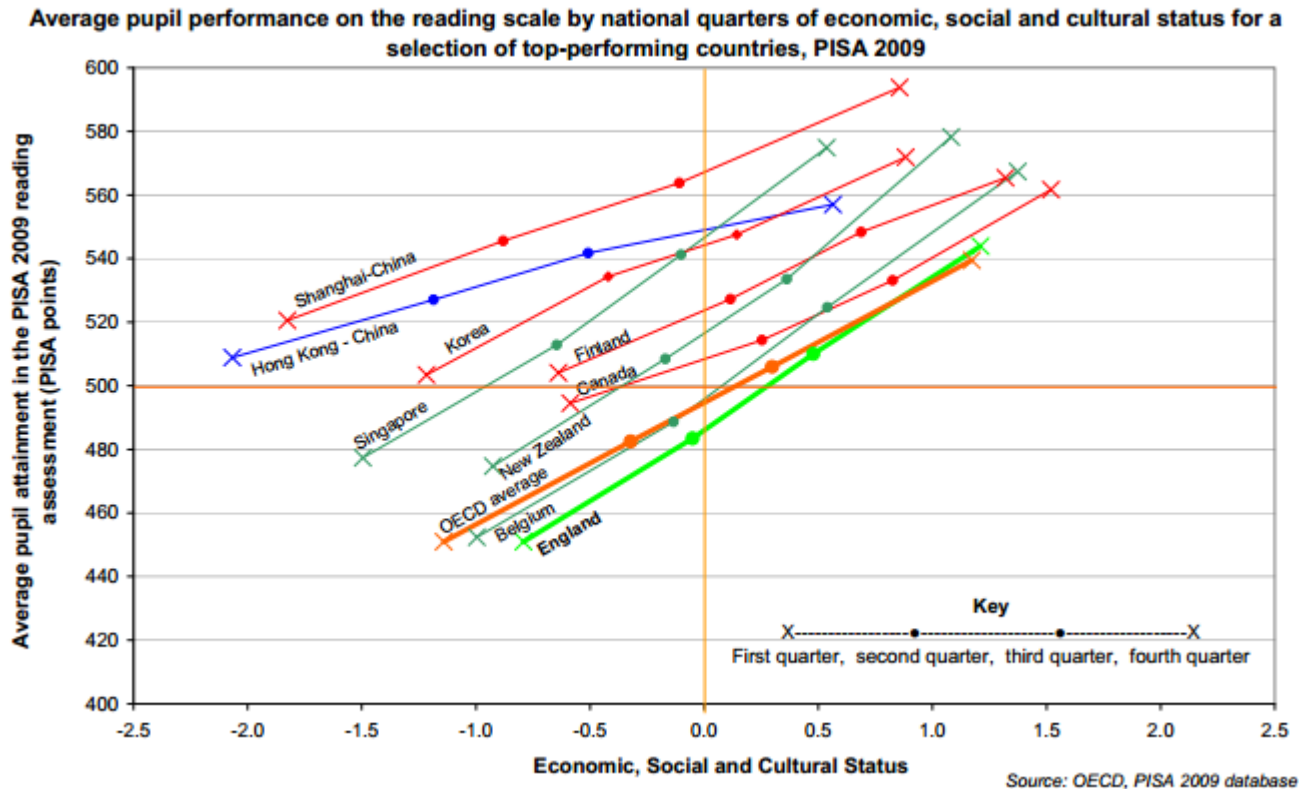
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Source: Deputy Prime Minister's Office social mobility indicators (2013)

# International context

Figure 12:

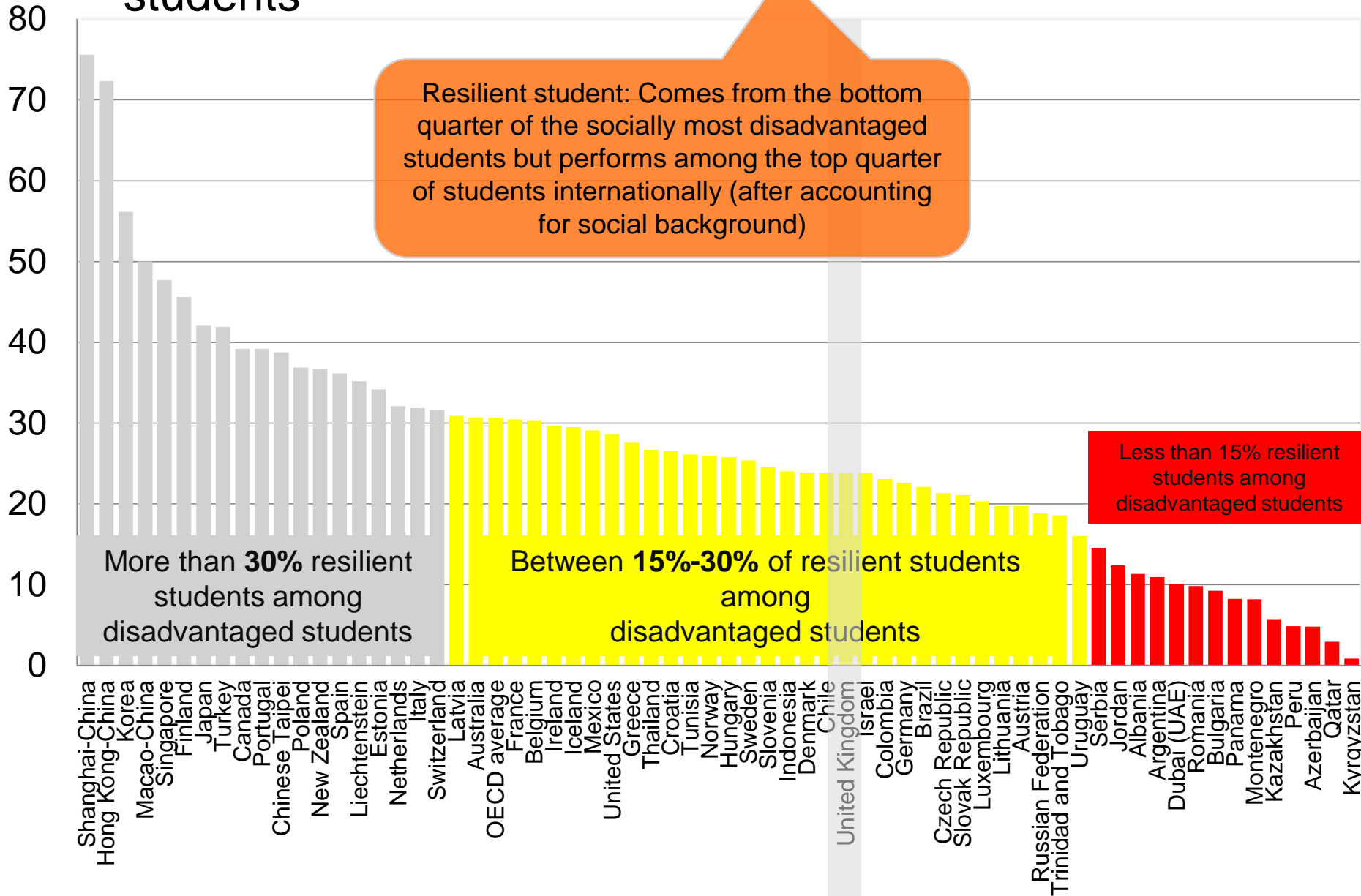


“In England the impact of pupils’ socio-economic background is **significantly higher** than the OECD average. ... England’s slope is steeper than the OECD average, with weakest performance in the bottom half of the ESCS range despite pupils not being as disadvantaged.”

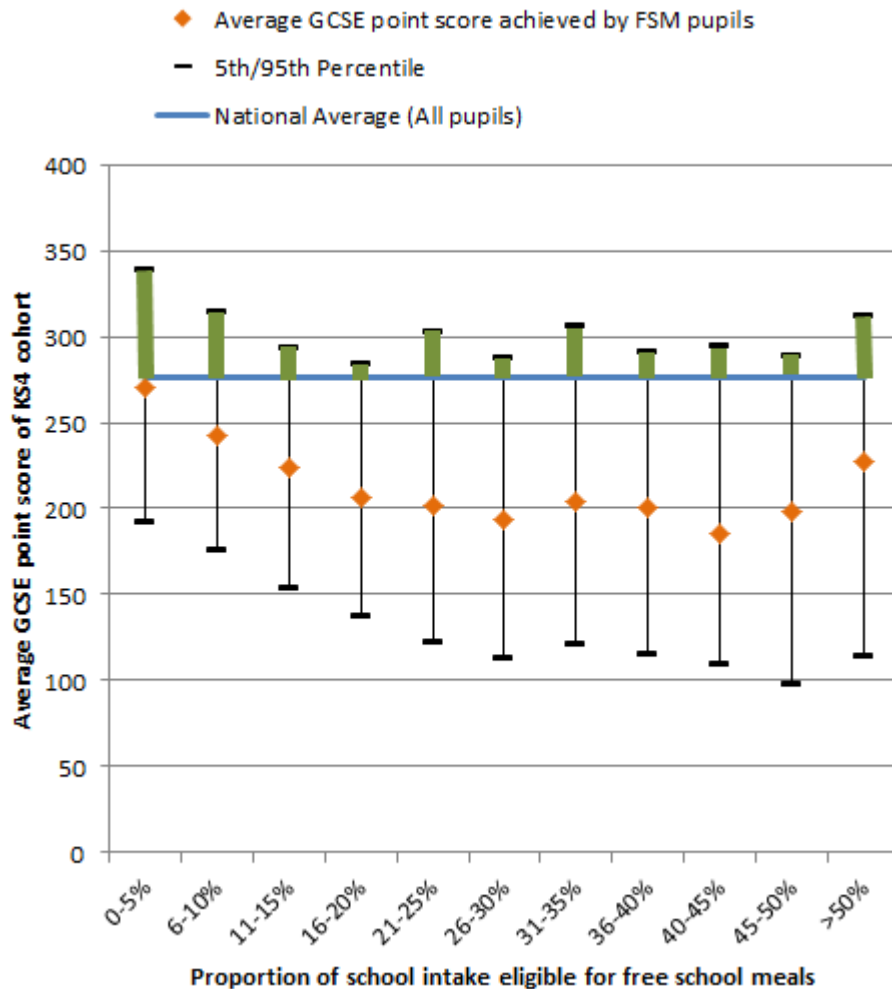
Source: ‘PISA 2009: How does the social attainment gap in England compare with countries internationally?’ (DfE, 2012)

# Percentage of resilient students among disadvantaged students

%



# Schools can make a difference



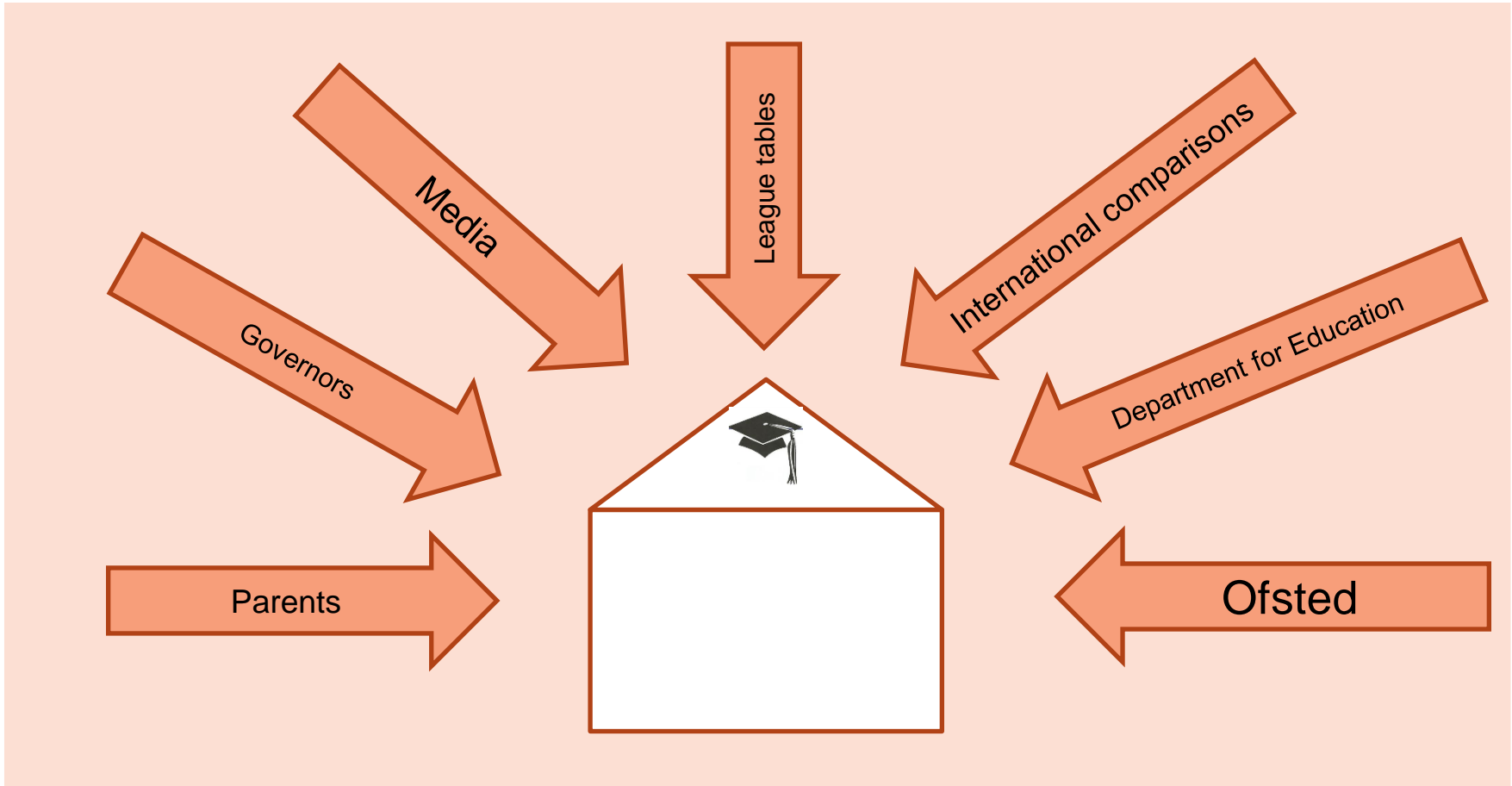
- There are **428 secondary schools** (15% of our data set) in which the average GCSE point score of FSM pupils **exceeds** the national average for all pupils (276.7 points).
- In the graph these are schools in green above the horizontal blue line.
- These top performing schools come from across the spectrum of disadvantage

Note: this analysis excludes independent, special and selective schools

# Or is it more accountability?



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# We think evidence can help



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An evidence-informed approach can help us:

- Start from the basis of what we know already
- Resist fads and fakes
- Capture the maximum possible benefit from current spending
- Focus our effort where it will make the most difference



**But what does  
it mean in  
practice?**

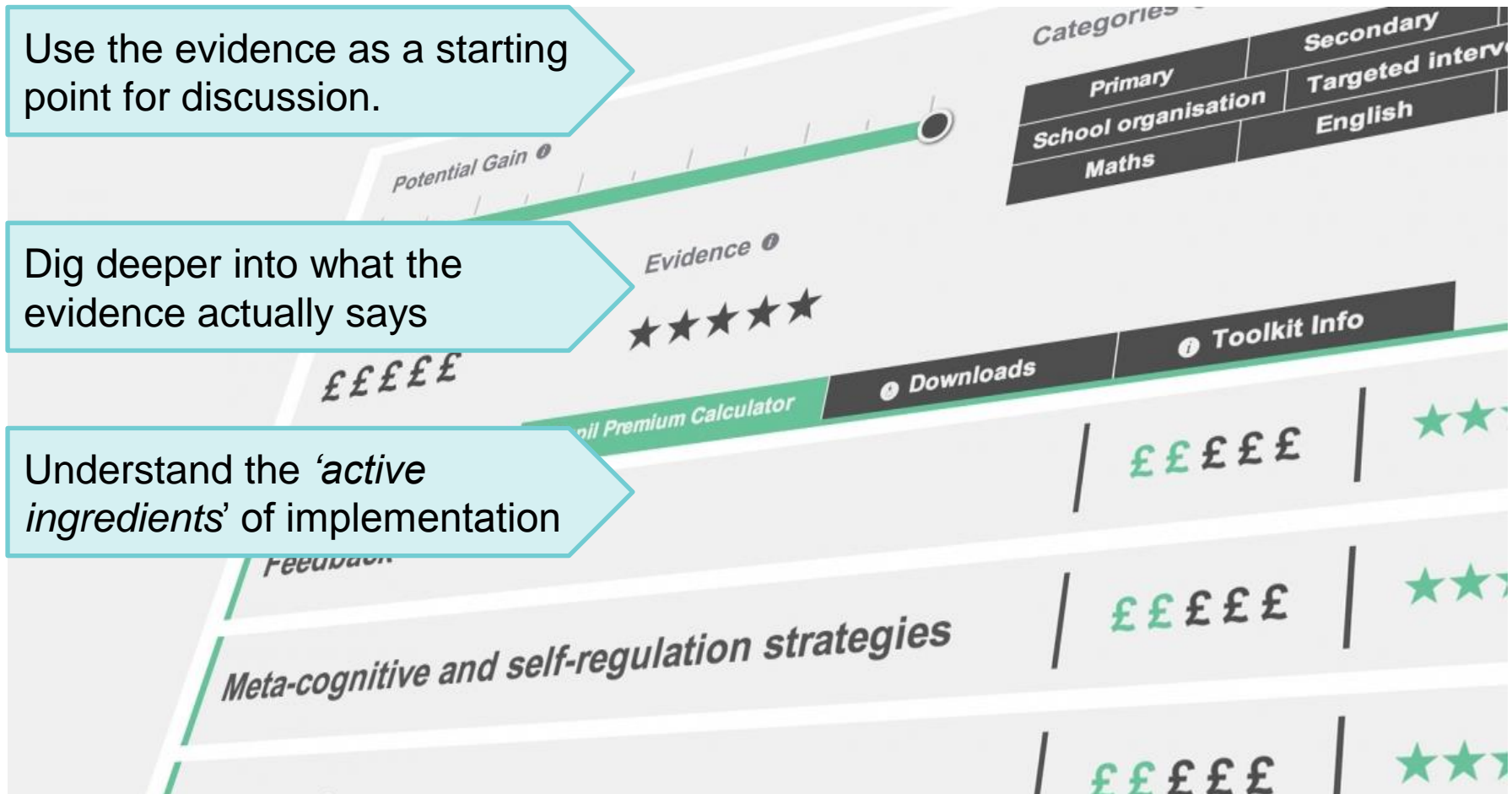


# Using the Toolkit

Use the evidence as a starting point for discussion.

Dig deeper into what the evidence actually says

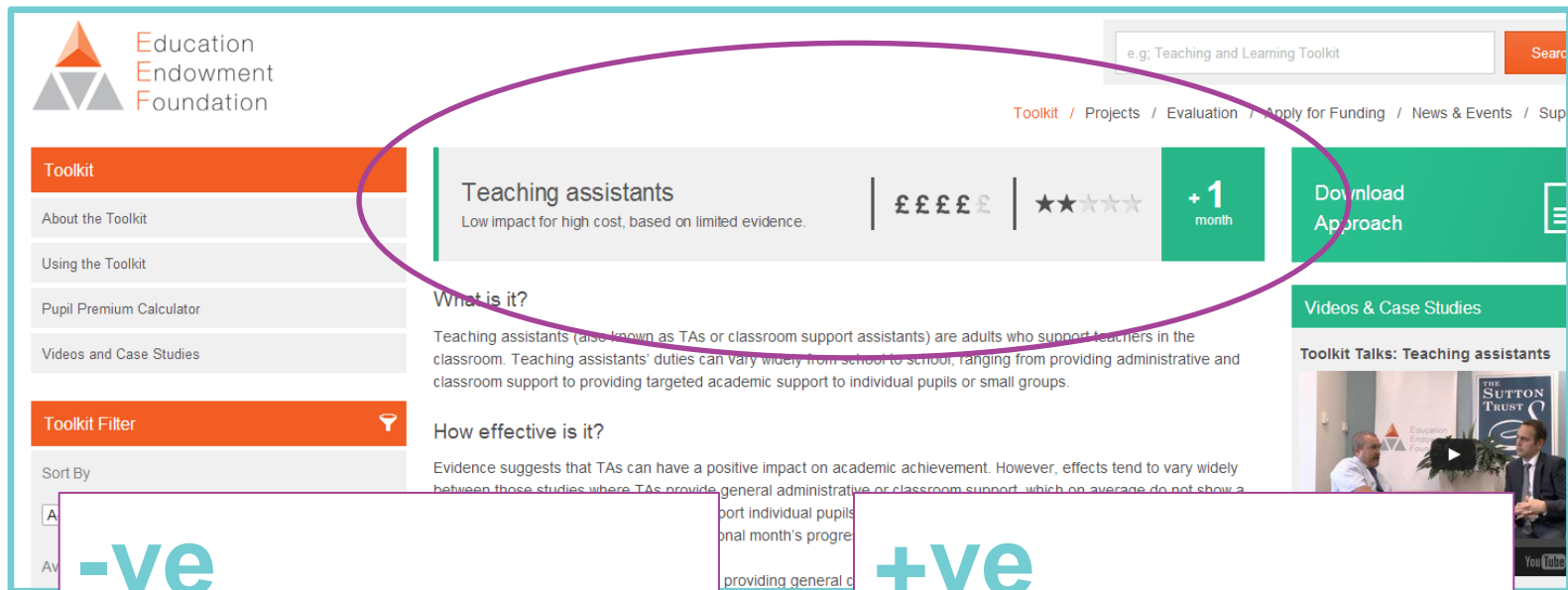
Understand the 'active ingredients' of implementation



# Teaching and Learning Toolkit

Feedback	££££££	🔒🔒🔒🔒🔒	+8 months	Summer schools	££££££	🔒🔒🔒🔒🔒	+3 months
Meta-cognition and self-regulation	££££££	🔒🔒🔒🔒🔒	+8 months	Sports participation	££££££	🔒🔒🔒🔒🔒	+2 months
Peer tutoring	££££££	🔒🔒🔒🔒🔒	+6 months	Arts participation	££££££	🔒🔒🔒🔒🔒	+2 months
Early years intervention	££££££	🔒🔒🔒🔒🔒	+6 months	Individualised instruction	££££££	🔒🔒🔒🔒🔒	+2 months
One to one tuition	££££££	🔒🔒🔒🔒🔒	+5 months	Extended school time	££££££	🔒🔒🔒🔒🔒	+2 months
Homework (Secondary)	££££££	🔒🔒🔒🔒🔒	+5 months	After school programmes	££££££	🔒🔒🔒🔒🔒	+2 months
Collaborative learning	££££££	🔒🔒🔒🔒🔒	+5 months	Learning styles	££££££	🔒🔒🔒🔒🔒	+2 months
Mastery learning	££££££	🔒🔒🔒🔒🔒	+5 months	Mentoring	££££££	🔒🔒🔒🔒🔒	+1 month
Oral language interventions	££££££	🔒🔒🔒🔒🔒	+5 months	Teaching assistants	££££££	🔒🔒🔒🔒🔒	+1 month
Phonics	££££££	🔒🔒🔒🔒🔒	+4 months	Homework (Primary)	££££££	🔒🔒🔒🔒🔒	+1 month
Small group tuition	££££££	🔒🔒🔒🔒🔒	+4 months	Performance pay	££££££	🔒🔒🔒🔒🔒	0 months
Behaviour interventions	££££££	🔒🔒🔒🔒🔒	+4 months	Aspiration interventions	££££££	🔒🔒🔒🔒🔒	0 months
Digital technology	££££££	🔒🔒🔒🔒🔒	+4 months	Block scheduling	££££££	🔒🔒🔒🔒🔒	0 months
Social and emotional learning	££££££	🔒🔒🔒🔒🔒	+4 months	School uniform	££££££	🔒🔒🔒🔒🔒	0 months
Parental involvement	££££££	🔒🔒🔒🔒🔒	+3 months	Physical environment	££££££	🔒🔒🔒🔒🔒	0 months
Reducing class size	££££££	🔒🔒🔒🔒🔒	+3 months	Setting or streaming	££££££	🔒🔒🔒🔒🔒	-1 month
Outdoor adventure learning	££££££	🔒🔒🔒🔒🔒	+3 months	Repeating a year	££££££	🔒🔒🔒🔒🔒	-4 months

# Example: Teaching Assistants



Education Endowment Foundation

Search: e.g. Teaching and Learning Toolkit

Toolkit / Projects / Evaluation / Apply for Funding / News & Events / Support

**Teaching assistants** | £££££ | ★★☆☆☆ | +1 month | Download Approach

Low impact for high cost, based on limited evidence.

**What is it?**  
Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.

**How effective is it?**  
Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive impact, and those studies where TAs provide targeted academic support to individual pupils or small groups, which on average show a positive impact of around one month's progress over a year. This positive impact is most likely to be seen when TAs are providing general classroom support.

**-ve**

- \* When TAs substitute rather than supplement teaching from teachers;
- \* When adequate training / support for TAs not provided.

**+ve**

- \* When TAs trained to deliver a clearly specified approach;
- \* When teachers / TAs plan work together (eg, by making time for discussion before and after lessons).



# Example: Teaching Assistants

The screenshot shows the Education Endowment Foundation website. The main content area is titled 'Teaching assistants' with a sub-header 'Low impact for high cost, based on limited evidence.' It features a cost indicator of five pounds (£££££), a five-star rating, and a '+ 1 month' duration. A green button labeled 'Download Approach' is visible. Below this, the 'What is it?' section defines teaching assistants as adults who support teachers in the classroom. A green box highlights the 'What should I consider?' section, which lists four key considerations for schools training and supporting TAs.

## What should I consider?

The ways in which schools train and support TAs, and the teachers they work with, has a large bearing on their impact on learning.

- Have you identified the activities where TAs can support learning, rather than simply managing tasks?
- Have you provided support and training for teachers and TAs so that they understand how to work together effectively?
- How will you ensure that teachers do not reduce their support or input to the pupils supported by TAs?
- Have you considered how you will evaluate the impact of how you deploy your TAs?

# Projects we're trialling...

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- Can a Singaporean approach to teaching Mathematics be adapted to work here?
- Does learning Music help children academically?
- What works in engaging young people facing exclusion from school?
- Does teaching children to play chess boost their attainment in Maths?
- Can a collaborative CPD cycle within schools, using a programme called Lesson Study, improve practice?
- Do pupils respond best (or at all) to financial or non-financial rewards? Will parents engage more with their children's education if they're paid to take time off work to attend classes which equip them with the skills to support their children?
- Do Saturday schools actually improve attainment?
- Do volunteering programmes like the Duke of Edinburgh Award boost attainment?
- Can a school improvement programme modelled on London Challenge work outside London in narrowing the attainment gap?
- What impact, if any, does giving children a nutritional breakfast have?

# First EEF reports



## The project

Switch-on Reading is an intensive 10-week literacy intervention. It is delivered on a one to one basis by staff, most commonly teaching assistants, who have been trained in the approach. The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels. It is inspired by the well-established intervention Reading Recovery, which is teacher led and delivered over a 12-20 week period.

In this evaluation, the programme involved regular sessions for pupils who had not achieved Level 4 English at Key Stage 2. The identified pupils in Year 7 attended regular 20-minute reading sessions over the course of the Spring term. The students were removed from class to attend the sessions, which aimed to improve their reading comprehension and fluency. Each session required students to read from four different books graded on the basis of their difficulty. Training and support for staff was provided by the Every Child a Reader staff of Nottinghamshire Local Authority.

## Key conclusions

- Switch-on Reading appears to be effective for weak and disadvantaged readers at the stage of transition to secondary school.
- It can be delivered by teaching assistants after two-days of training, and full training and support is required for all relevant staff.
- Challenges to successful implementation may include timetabling and the availability of age-appropriate texts.
- There is a tendency for some staff to stray away from the explicit schedule and this is likely to reduce the programme's impact. Regular monitoring will increase fidelity but may also increase cost.
- Further research is required to understand: i) whether Switch-on can have an impact in all types of schools; ii) whether the impact lasts; iii) which are the essential components of the intervention, and iv) whether any harm is done to progress in other subject areas due to the time out of class required by the intervention.



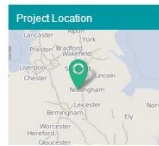
## The project

Catch Up<sup>®</sup> Numeracy is a one to one intervention for learners who are struggling with numeracy. It consists of two 15-minute sessions per week, delivered by teaching assistants (TAs). The approach is based on research indicating that numeracy is not a single skill, but a composite of several component skills that are relatively discrete. The intervention breaks numeracy down into ten elements, including counting verbally, counting objects, word problems and estimation. Pupils are assessed on each component and instruction is targeted on those areas requiring development.

In this evaluation, the intervention was run for 30 weeks and delivered to Year 2-6 pupils who were struggling with numeracy, as identified by TAs. The Catch Up Numeracy intervention was compared to a 'business as usual' control group and a 'time equivalent' intervention group, who received the same amount of one to one teaching by TAs, but use Catch Up Numeracy. Those TAs delivering Catch Up Numeracy were supplied with detailed session plans and received three half-day training sessions, led by Catch Up and Dr Ann Dowker of the University of Oxford. The programme ran from September 2012 to July 2013.

## Key conclusions

- Within this trial, one to one support by TAs led to a significant gain in numeracy skills.
- Catch Up makes similar significant gains, but there is little evidence that Catch Up Numeracy provided any additional gains in numeracy outcomes over and above those from one to one teaching itself.
- Schools can find it challenging to run two 15 minutes sessions per week, due to timetabling and other issues.
- Structured interventions, such as Catch Up Numeracy, should be planned into the timetable from the start of new school year to ensure they are given priority and status.



**Related Toolkit Strands**

Teaching assistants

One to one tuition

**Related Projects**

- Catch Up Numeracy
- 📄 Catch Up

**Download Report**

**Project Information**

- 📄 Catch Up
- 📅 2012 - 2013
- 💰 £71,000
- ✓ Project completed

**Evaluation Information**

- 📄 NFER
- 📄 Effectiveness Trial
- 🏫 54 Schools



## The project

The Future Foundations Society CIC (Future Foundations) summer school programme is a literacy and numeracy catch-up intervention which provided extra schooling in the summer holidays. Pupils attending the four-week programme followed a specially designed curriculum involving regular literacy and numeracy lessons taught by trained primary and secondary school teachers. Lessons were supported by mentors and peer-mentors and generally conducted in small teaching groups. Each afternoon, pupils participated in a variety of sports and enrichment activities. The programme took place across three sites in London and the South East: Brighton, Enfield and Islington in the summer of 2013. It was targeted at pupils in Years 5 and 6 who were eligible for free school meals (FSM) and at pupils who had not achieved Level 4 in English or maths at the end of Key Stage 2.

In 2012, Future Foundations developed, organised and piloted the summer school on one site, in Enfield. Recommendations from the formative evaluation of this pilot, also funded by the Education Endowment Foundation informed the development of the 2013 summer school.

## Key conclusions

- Attracting pupils to the summer school, and maintaining high attendance throughout the programme, was challenging.
- As a result of the trial's eventual size and the level of pupil dropout, the overall findings of the programme on English or maths are not definitive.
- However, there is evidence of promise for English, particularly for FSM-eligible and Year 5 pupils, which may warrant further study.
- The programme was relatively expensive. As a way of improving academic outcomes alternative approaches delivered during the school year may provide similar benefits for a lower cost.
- Future evaluations could explore whether apparent gains for progress in English continue into the secondary phase.

**Download Report**

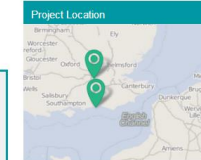
**Project Information**

- 📄 Future Foundations
- 📅 2013 - 2013
- 💰 £543,000
- ✓ Project completed

**Evaluation Information**

- 📄 Durham University
- 📄 Efficacy Trial
- 🏫 43 Schools

**Project Location**



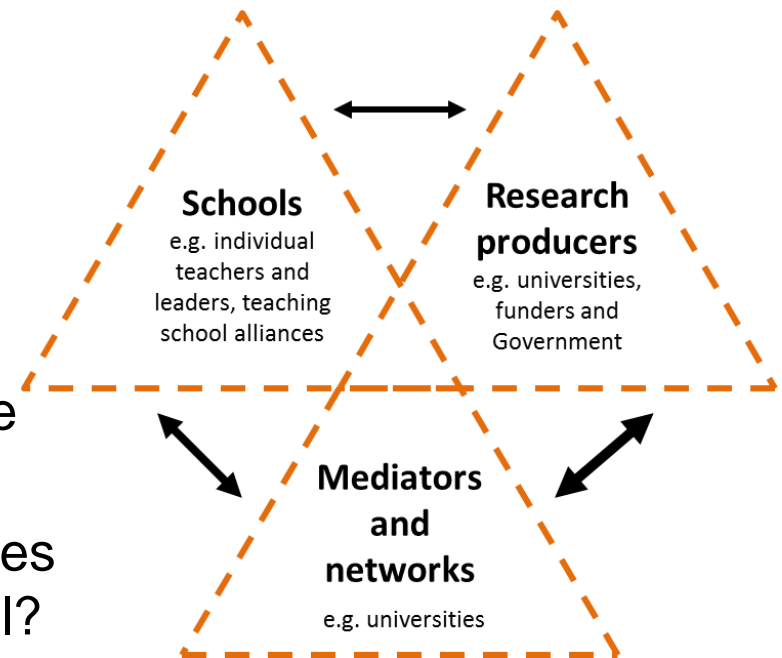
**Related Toolkit Strands**

Summer schools

**Related Projects**

# Okay, so we have evidence: what next?

- **How** can research findings be put to use in schools, to help disadvantaged pupils?
- **3 key questions:**
  - How can schools overcome the challenges to using research well?
  - How can research produced by research organisations and others be effectively communicated?
  - What support from intermediary bodies do schools need to use research well?
- **There is very little evidence about how to use evidence effectively.**





# Research in Use funding round



🕒 16th January 2014



News Releases



## Press Release from the Education Endowment Foundation

### EEF launches £1.5 million fund to improve use of research in schools

The Education Endowment Foundation (EEF) today welcomed an announcement from Rt Hon David Laws, Minister of State for Schools, that the Government will allocate £1 million to improve the link between research and practice in English primary and secondary schools.

The London Schools Excellence Fund is providing a further £300,000 grant to the fund and the EEF will cover evaluation costs estimated at £200,000.

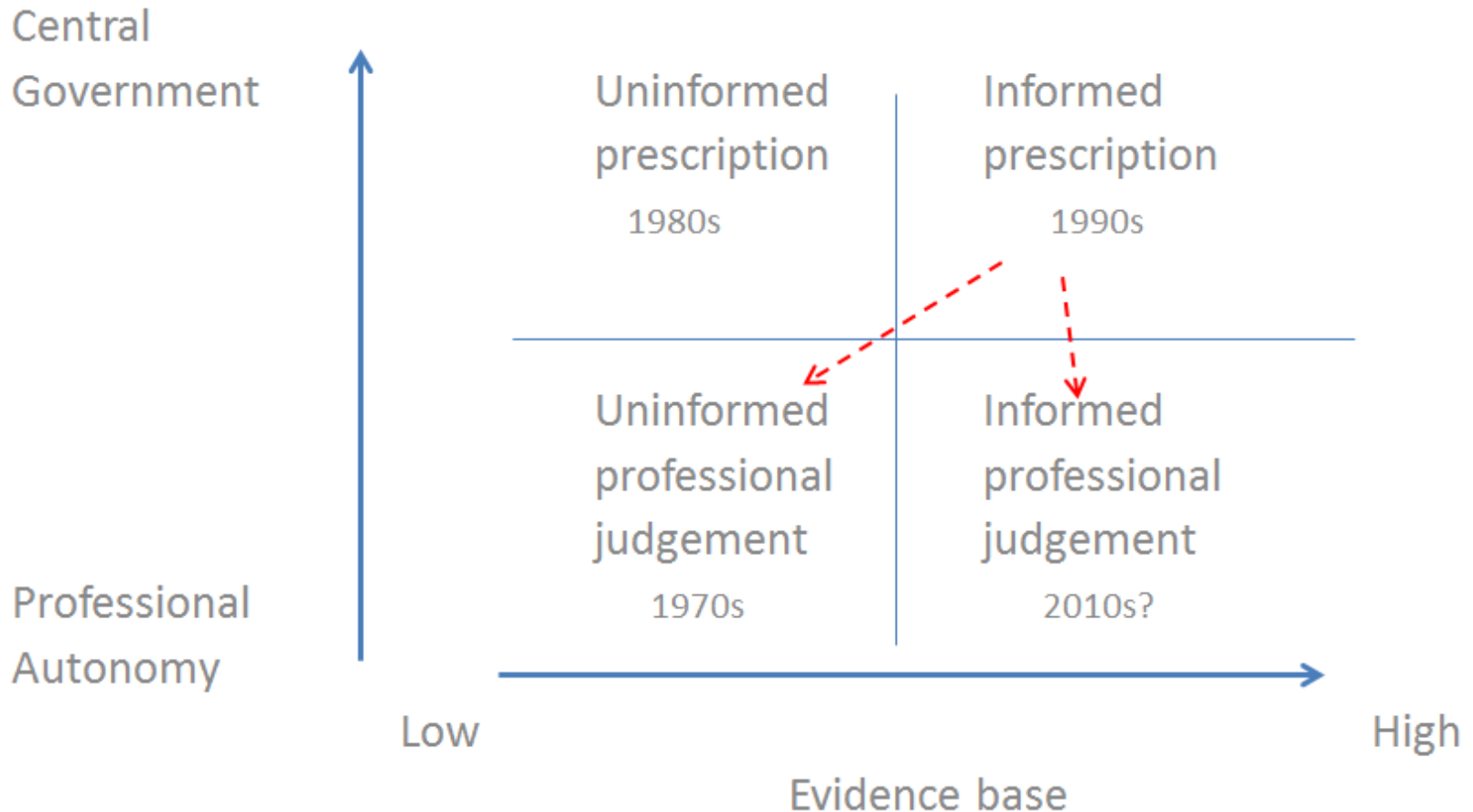
**There is very little evidence about how to use evidence effectively.**

(We're working on it.)

# What happens next?



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# How to get involved

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## Apply for funding

Our new general funding round opens this month.

Visit: <http://educationendowmentfoundation.org.uk/apply-for-funding/>

## Volunteer to take part

We are always looking for schools to volunteer to take part in EEF-funded projects.

Visit: <http://educationendowmentfoundation.org.uk/projects/how-can-i-get-involved/>

## Do it yourself

Our DIY Evaluation Guide, developed with Durham University, is a resource intended to help teachers and schools understand whether a particular intervention is effective within your own school context.

Visit: <http://educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/>