Education
Endowment
Foundation

The EEF in 20 minutes

Stephen Tall
@EducEndowFoundn

24 June, 2016

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In 1,200 seconds I aim to cover:

- Who we are and why we exist
- What we do and how we do it
- What our end-goal is

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

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

The Sutton Trust

Impetus Private Equity Foundation

… with a £125m founding grant from the DfE

Department for Education

The EEF and Sutton Trust are, together, the government-designated 'What Works' centre for education.

What Works Network

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Source: Social mobility indicators, Gov.uk (as at 25 March 2015)

The attainment gap is BIG & grows throughout school

- There is a 19-month gap at the start of school between the most and least advantaged children.
- This gap only widens as children get older.
- Pupils who do not reach the minimum expected level in English and Mathematics aged 11 rarely catch up by the time they reach 16.
- And without at least five good GCSEs most will struggle to achieve their goals, either for further study or in the world of work.

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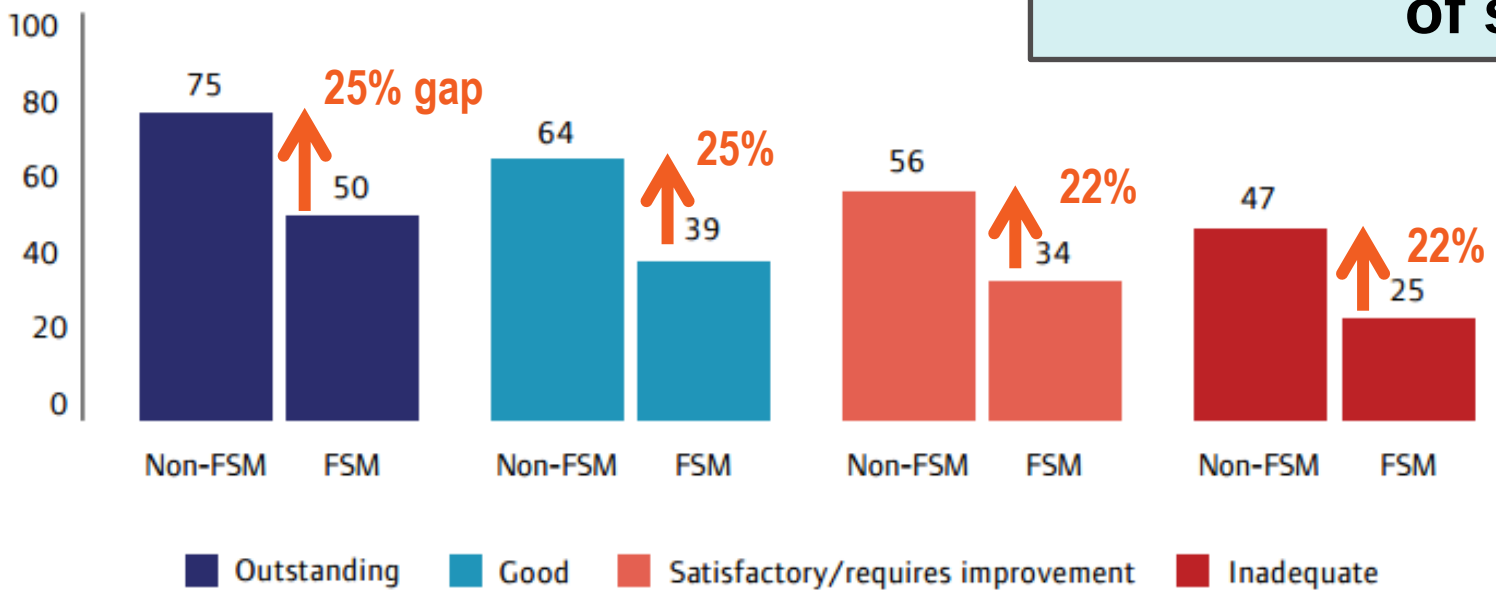
The attainment gap: **it exists in ALL types of school**

% FSM-eligible pupils attaining 5 GCSEs (A*-C) incl English and Maths by school's overall effectiveness judgement, according to Ofsted



Source: *Unseen children: access and achievement 20 years on* (Ofsted, 2013)

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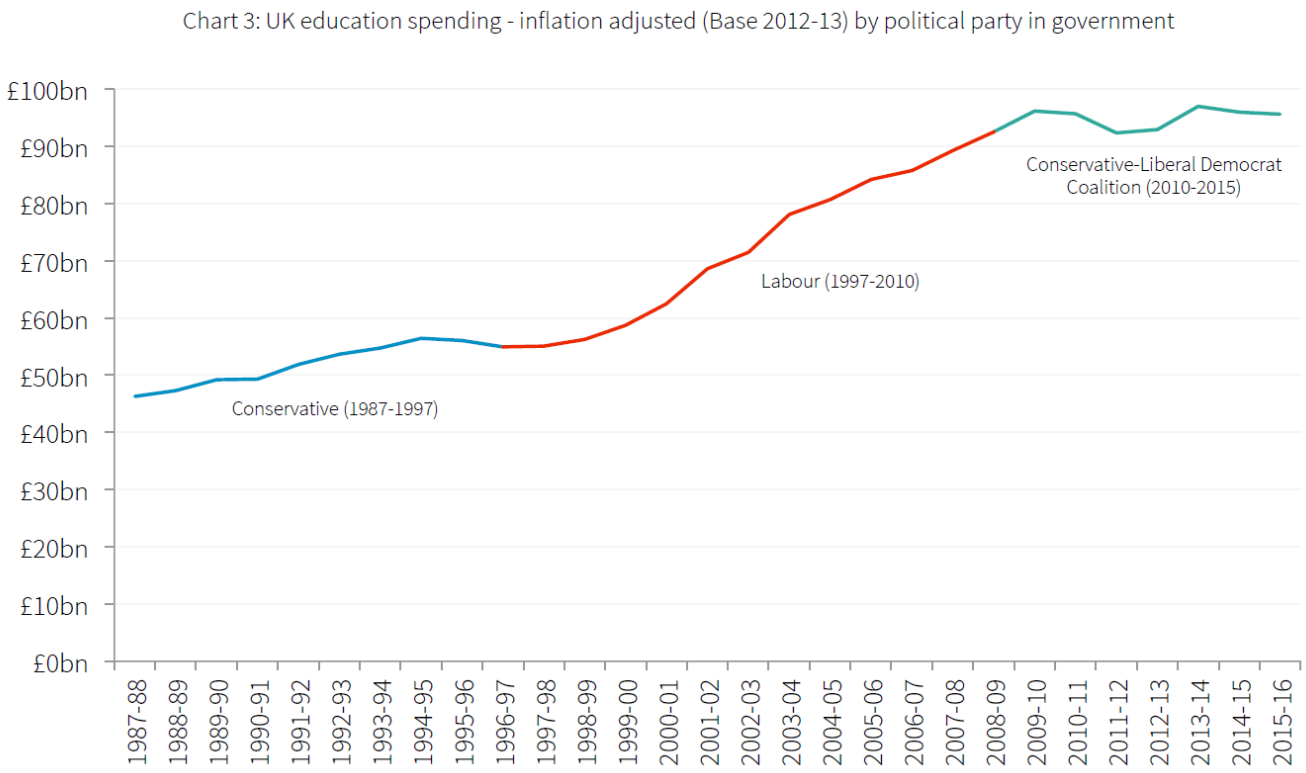

Austerity reaches the school-gate

The Conservatives have pledged to protect cash school spending per pupil.
BUT, inflation increases and the rising cost of employing staff means schools are now facing **c.8% real-terms cuts**, 2014/15 - 2019/20.

(Source: IFS)

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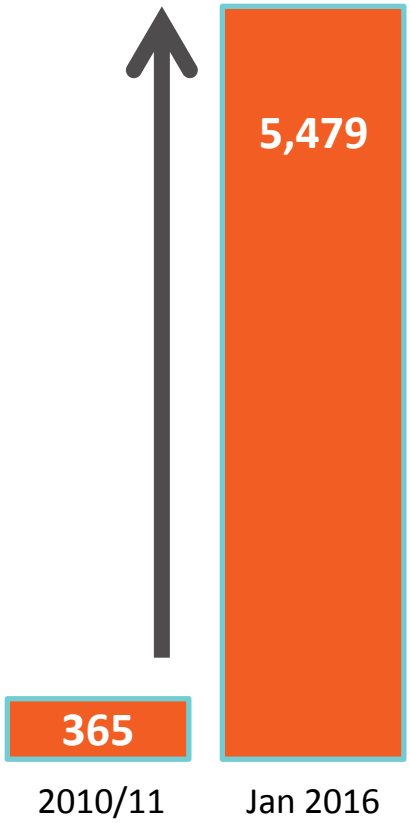
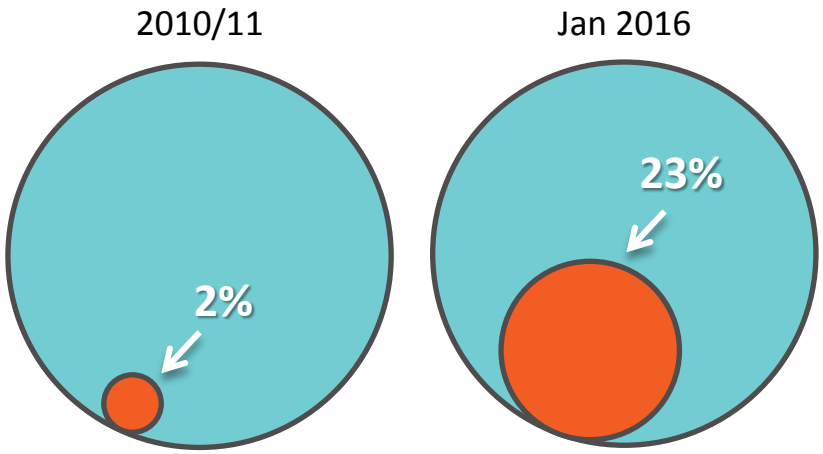
Growth in number of academies (sponsored / converter) and free schools in past 5 years:

Autonomy and the 'self-managing, self-improving school-led system'



Academies and free schools as a proportion of all mainstream state-funded schools:



65% of secondary schools and 18% of primary schools are academies

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The challenge facing schools

- **Getting value for money**
  The schools funding climate will be tighter – but the Pupil Premium will be protected.
- **Continuing school improvement**
  School autonomy means an increasing expectation that individual schools will deliver for all their students – higher attainment, narrower gaps.

So: how to do **MORE** with LESS?

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The key: informed use of evidence

"The dividing line between an autonomous school and an isolated one can be fine. …

"We believe that the key to unlocking autonomy's potential is evidence. If school leaders are able to use evidence to inform school improvement then autonomy can help achieve the goal of consistent excellence.

"Without evidence, the potential benefits of a school-led system may be lost."

Sir Kevan Collins, EEF

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The better use of evidence can help to…

- resist fads and fakes
- focus our effort where it will make the most difference to children and young people
- capture the maximum possible benefit from time and money

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The EEF by numbers

7,500 schools / nurseries participating in EEF trials

34 topics in our Toolkit

750,000 children and young people involved in EEF trials

16 members of EEF team

6,000 heads presented to since launch

£220m estimated spend in 15 years (2011-26)

25 independent evaluation teams

127 project evaluations funded to date

48 reports published

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- **Start with the *EVIDENCE* of what we already know to be the most effective ways to boost attainment**
- **Support innovation rooted in *EVIDENCE* to build our knowledge of 'what works'** ; and then
- **Activate this *EVIDENCE* to ensure children and young people from all backgrounds fulfil their potential** .

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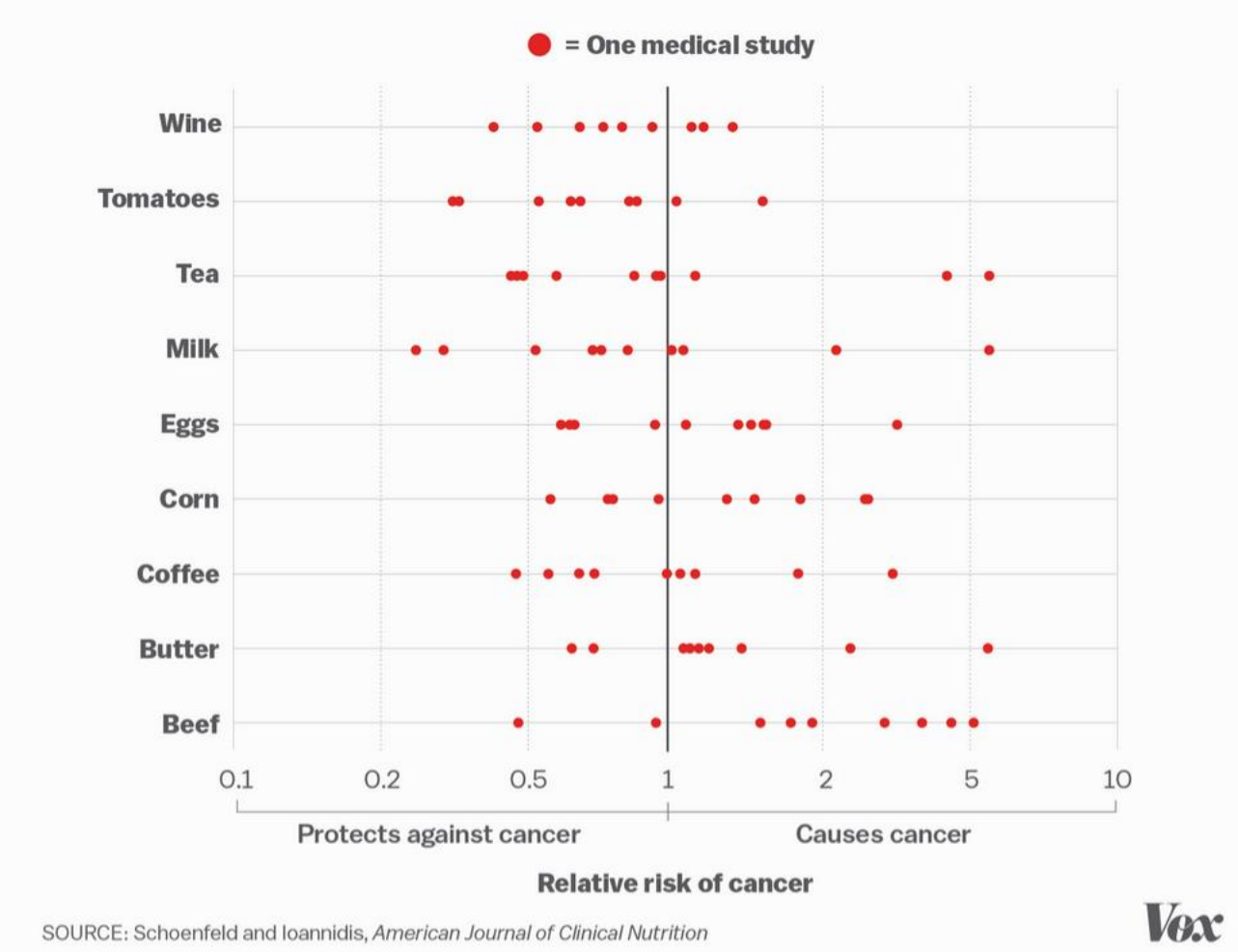
Toolkit Strand	Cost	Evidence Strength	Months Impact
Arts participation Low impact for low cost, based on moderate evidence.	£ £ £ £ £		+2
Aspiration interventions Very low or no impact for moderate cost based on very limited evidence.	£ £ £ £ £		0
Behaviour interventions Evidence suggests that behaviour interventions can produce large improvements in academic performance	£ £ £ £ £		+4
Block scheduling Very low or no impact for very low or no cost, based on limited evidence.	£ £ £ £ £		0
Collaborative learning Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £		+5
Digital technology Moderate impact for moderate cost, based on extensive evidence.	£ £ £ £ £		+4
Early years intervention Moderate impact for very high costs, based on extensive evidence.	£ £ £ £ £		+5
Extending school time Low impact for moderate cost, based on moderate evidence.	£ £ £ £ £		+2
Feedback High impact for low cost, based on moderate evidence.	£ £ £ £ £		+8
Homework (Primary) Low impact for very low or no cost, based on limited evidence.	£ £ £ £ £		+2
Homework (Secondary) Moderate impact for very low or no cost, based on moderate evidence.	£ £ £ £ £		+5
Individualised instruction Low impact for low cost, based on moderate evidence.	£ £ £ £ £		+2
Learning styles Low impact for very low cost, based on limited evidence.	£ £ £ £ £		+2
Mastery learning Moderate impact for very low cost, based on moderate evidence.	£ £ £ £ £		+5
Mentoring Low impact for moderate cost, based on moderate evidence.	£ £ £ £ £		+1
Meta-cognition and self-regulation High impact for very low cost, based on extensive evidence.	£ £ £ £ £		+8
One to one tuition Moderate impact for high cost, based on extensive evidence.	£ £ £ £ £		+5
Oral language interventions Moderate impact for low cost, based on extensive evidence.	£ £ £ £ £		+5
Outdoor adventure learning Moderate impact for moderate cost, based on limited evidence.	£ £ £ £ £		+3
Parental involvement Moderate impact for moderate cost, based on moderate evidence.	£ £ £ £ £		+3
Peer tutoring Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £		+5
Performance pay Low or no impact for low cost, based on very limited evidence.	£ £ £ £ £		0
Phonics Moderate impact for very low cost, based on very extensive evidence.	£ £ £ £ £		+4
Physical environment Very low or no impact for low cost based on very limited evidence.	£ £ £ £ £		0
Reading comprehension strategies Moderate impact for low cost, based on extensive evidence.	£ £ £ £ £		+5
Reducing class size Low impact for very high cost, based on moderate evidence.	£ £ £ £ £		+3
Repeating a year Negative impact for very high cost based on extensive evidence.	£ £ £ £ £		-4
School uniform Very low or no impact for very low cost, based on very limited evidence.	£ £ £ £ £		0
Setting or streaming Negative impact for very low or no cost, based on moderate evidence.	£ £ £ £ £		-1
Small group tuition Moderate impact for moderate cost, based on limited evidence.	£ £ £ £ £		+4
Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.	£ £ £ £ £		+4
Sports participation Moderate impact for moderate cost based on limited evidence.	£ £ £ £ £		+2
Summer schools Moderate impact for moderate cost based on extensive evidence.	£ £ £ £ £		+2
Teaching assistants Low impact for high cost, based on limited evidence.	£ £ £ £ £		+1

EEF-Sutton Trust

Teaching and Learning Toolkit

Associations between foods and cancer



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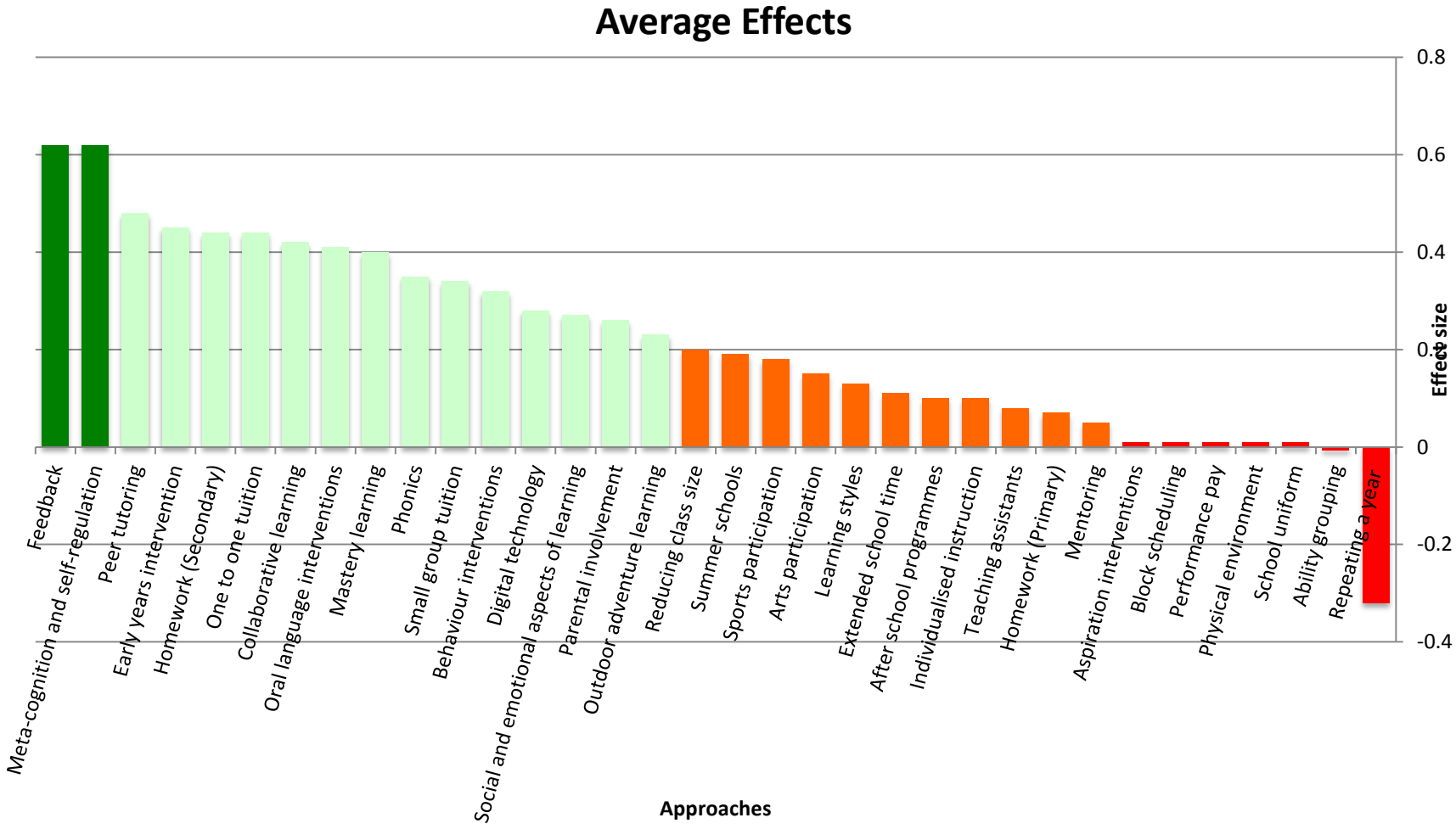

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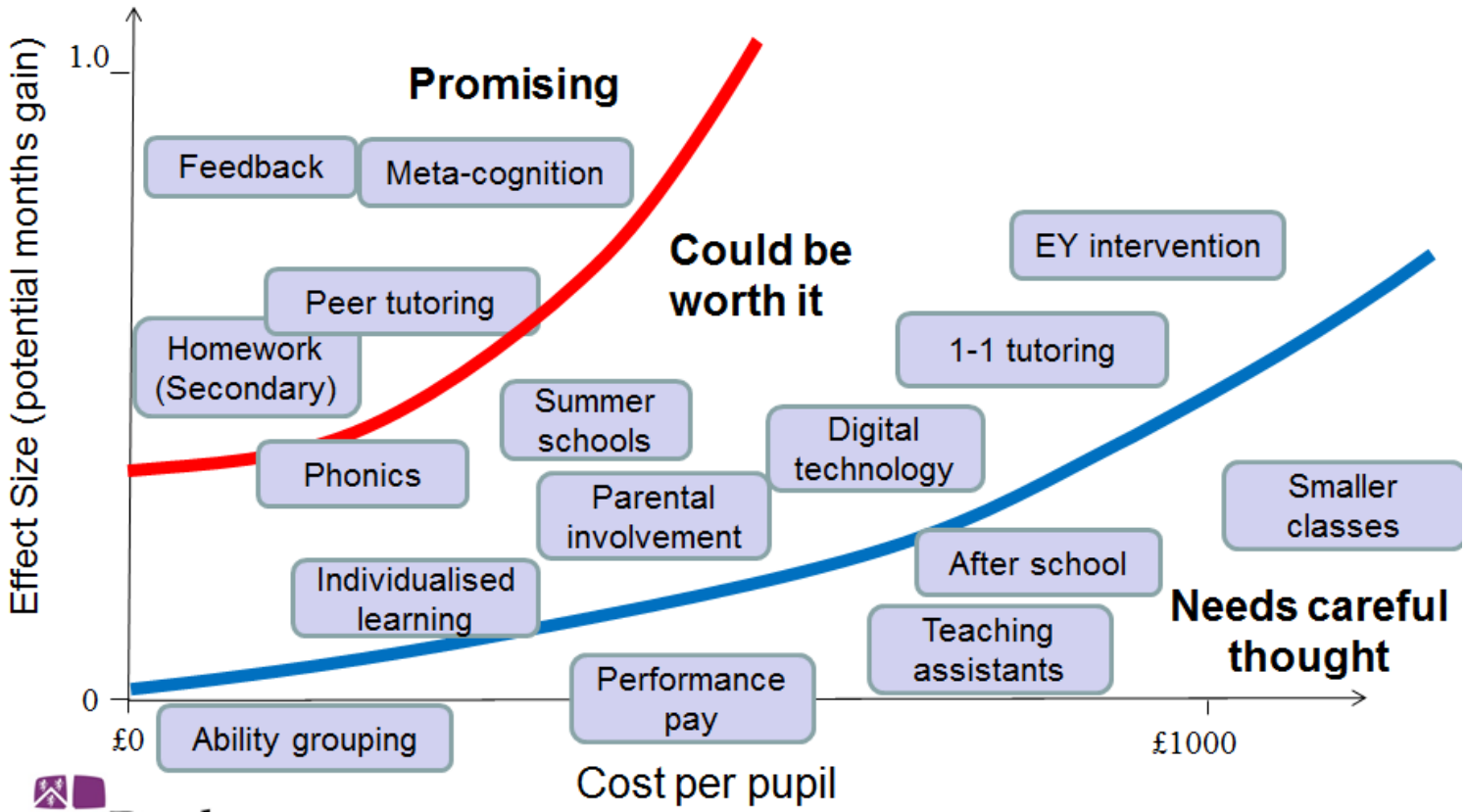
Overview of value for money



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Teaching assistants

Last Updated: 9th February, 2016

Teaching assistants

Low impact for high cost, based on limited evidence.

£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +1

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 these studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit

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

+ve

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

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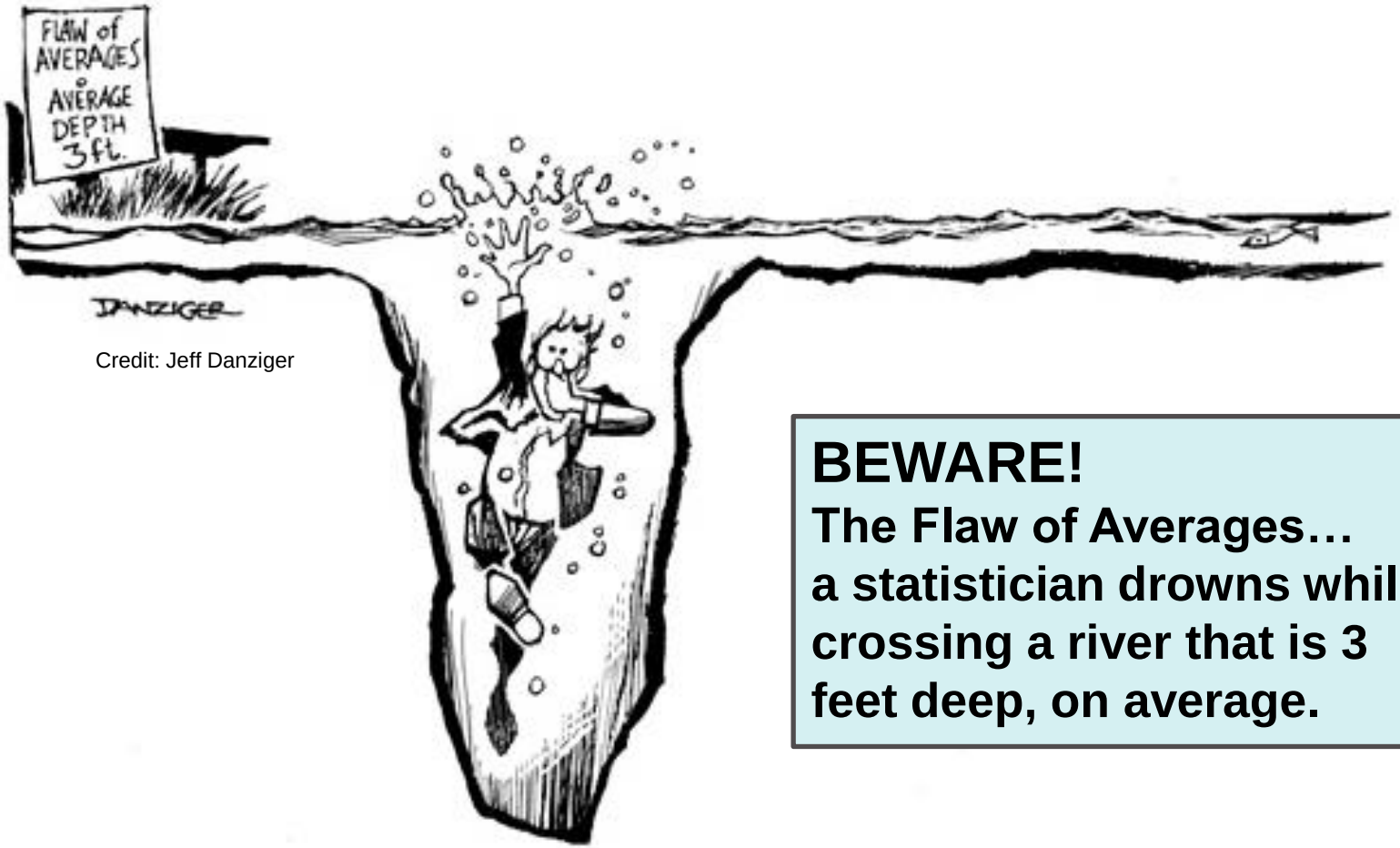

Credit: Jeff Danziger

BEWARE!
The Flaw of Averages…
a statistician drowns while crossing a river that is 3 feet deep, on average.

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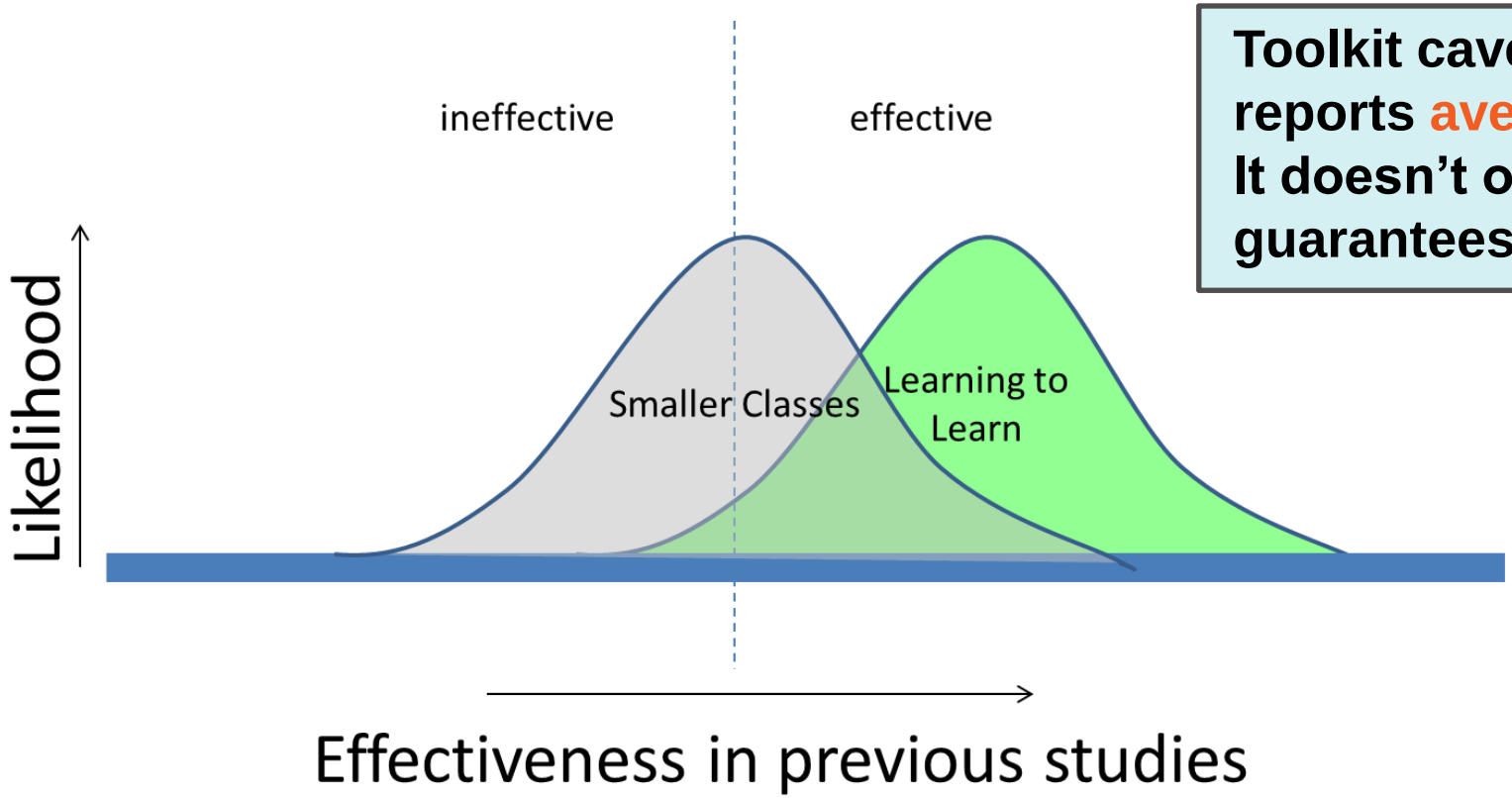
Toolkit caveat: it reports averages. It doesn't offer guarantees!



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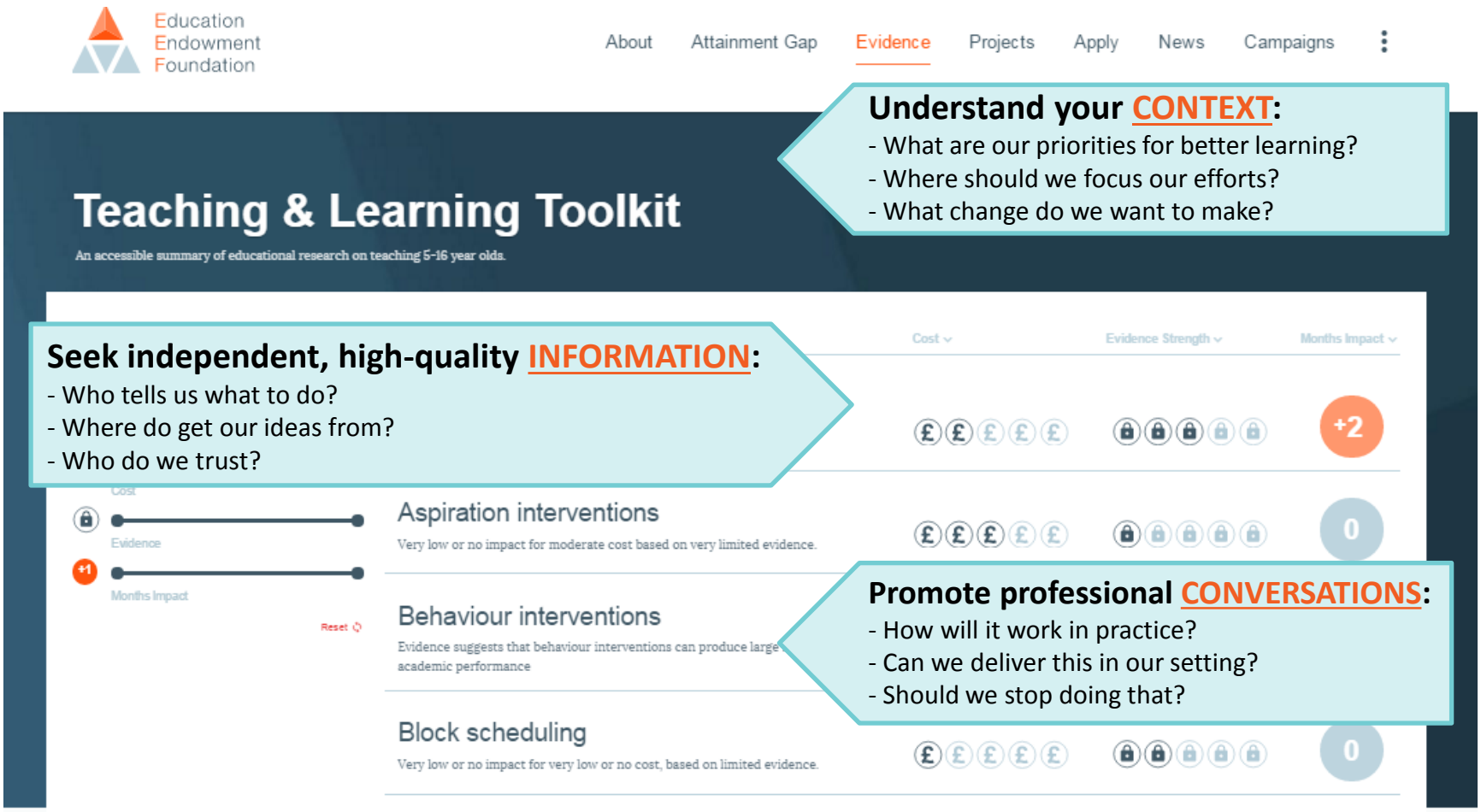
Using the Toolkit (or any other source of evidence)



Understand your CONTEXT:
- What are our priorities for better learning?
- Where should we focus our efforts?
- What change do we want to make?

Seek independent, high-quality INFORMATION:
- Who tells us what to do?
- Where do get our ideas from?
- Who do we trust?

Promote professional CONVERSATIONS:
- How will it work in practice?
- Can we deliver this in our setting?
- Should we stop doing that?

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- Start with the *EVIDENCE* of what we already know to be the most effective ways to boost attainment
- Support innovation rooted in *EVIDENCE* **to build our knowledge of 'what works'** ; and then
- Activate this *EVIDENCE* to ensure children and young people from all backgrounds fulfil their potential .

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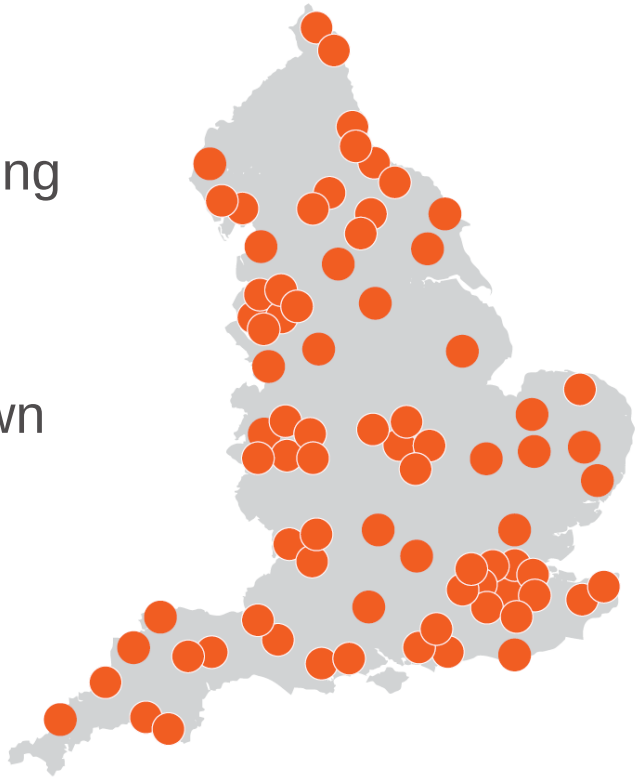
EEF-funded projects - what we're looking for:

We fund ideas that:

- Focus on raising attainment and narrowing the gap;
- Build on existing evidence;
- Can be scaled up cost-effectively if shown to work.

We are looking to generate significant new understanding of **'what works'**.



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How can we use technology to enhance learning?

What's the programme?
'ReflectED' will test a school-led approach of using technology to teach children 'meta-cognition' – 'learning to learn' skills which are concerned with pupils' ability to think about their learning explicitly – enabling them to assess their progress, set and monitor goals, and identify strengths and challenges in their learning.

Where will the project take place?
24 primary schools in London, Hertfordshire, Sheffield and Gloucestershire.

Who will benefit?
c.1,200 pupils, mostly 9-10 year-olds (Year 5, primary).

How does it work?
Rosendale Primary School in Lambeth has been developing an approach to teaching meta-cognition using Evernote on iPads. Children record learning through photographs, written records and audio recordings, which are then 'tagged' by subject or by their responses to the topic in digital portfolios. Pupils are then encouraged to review and reflect on these records over time. Teachers can also look across these 'tags' to get an overview of the areas that pupils are either enjoying or struggling with, and identify specific pupil needs. For example, a pupil and a teacher could explore which topics were tagged under "maths" and "difficult" to see which ones they struggled with, and examine which strategies seemed to help them with this.

Who's running it?
The project will be run by Rosendale Primary School, Lambeth, which received outstanding Ofsted reports in 2008 and again in 2013.The school's head-teacher, Kate Atkins, will provide overall leadership for the project, with the day-to-day running managed by her senior leadership team and teachers at Rosendale experienced in the classroom delivery of ReflectED. Rosendale will be supported by Lambeth CLC, a not-for-profit education technology consultancy, and the National Education Trust. The University of Manchester will independently evaluate it.

Why are we funding it?
Teaching that encourages meta-cognition is particularly effective at improving attainment of lower achieving pupils. The Teaching and Learning Toolkit estimates that it can boost pupils' progress by an additional eight months over the course of a single school year. However, it is acknowledged as a difficult skill to teach. Rosendale's view is that this approach narrows the gap by improving the way disadvantaged pupils think about their own learning – that it provides them with the conversations and reflections about learning that their peers have 'around the dinner table' as a matter of routine.

How much will it cost?
The EEF is investing £253,000 over 2 years, the equivalent of £105 per pupil a year, as part of the Digital Technology funding round on which we are partnering with Nominet Trust. 'ReflectED' is being co-funded with the KPMG Foundation.

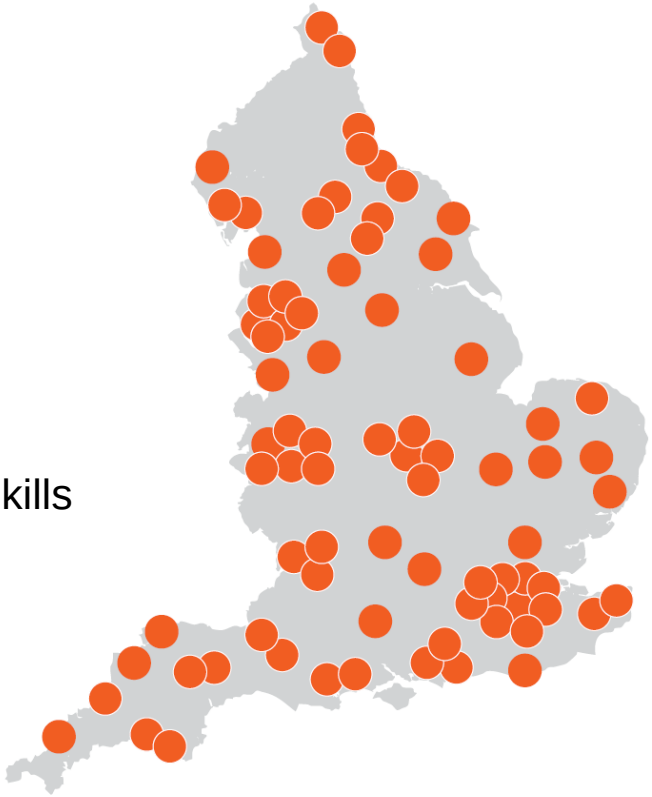
What will we learn?
Many schools are purchasing iPads and other tablet devices. What marked out Rosendale's 'ReflectED' project was the clear plan for how they could be used effectively to enhance pupils' learning through a well-evidenced approach like meta-cognition. Though there is some initial investment cost, the cost of delivery per pupil is low. If the findings of the independent evaluation are positive, it will provide a clear method and set of practices for deploying such technology in schools which the EEF could look to scale up.

Projects

Project: 'ReflectED' – teaching children meta-cognition skills

Where: 1,200 9-10 year-olds, 24 primary schools

Cost: £105 per pupil over 2 years



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Mathematics Mastery

Supporting disadvantaged children to master their Maths

What's the project?
Mathematics Mastery will pilot a new programme for teaching maths in primary school that it is hoped will work especially well for disadvantaged pupils.

Who will benefit?
At least 1800 pupils, mostly 5-6 year-olds (Year 1, primary).

Who's running it?
The charity ARK Schools has piloted Mathematics Mastery in a number of its primary schools, and will now expand the programme to schools beyond its own network. The project will be independently evaluated by the Institute of Education, University of London.

How much will it cost?
The EEF is investing £604,000 over 4 years, or £330 per pupil.

Where will the project take place?
At least 40 schools in Birmingham, Portsmouth and London.

How does it work?
The approach, known as Mathematics Mastery, will be based on a simple method of teaching mathematics originally developed in Singapore, which has consistently performed at or near the top of international league tables for maths performance, ranking 2nd in PISA 2009 assessments. The Mathematics Mastery model is distinctive in two ways. First, it aims to give pupils a thorough understanding of mathematical concepts, rather than a set of techniques or routines to get to the right answer. Mathematics Mastery shows that problems can be solved in a variety of ways, and ensures that pupils learn in sequence – first by manipulating real objects, then by drawing pictorial representations, and ultimately by using mathematical symbols. Secondly, Mathematics Mastery uses a 'mastery' approach, in which teachers do not move on until all pupils have acquired a basic understanding of the current topic. Additionally, the course is designed so that more able pupils can explore each topic in depth, and therefore remain engaged.

Why are we funding it?
This is an opportunity for the EEF to help develop a promising project which addresses a striking problem: the paucity of high quality maths teaching in our primary schools. The programme has been successful in many other countries across the world, but has not yet been used on a significant scale in England. A rigorous evaluation of the approach in English schools will show whether or not Mathematics Mastery can fulfil its promise as a way to raise the attainment of disadvantaged children in English primary and secondary schools.

What will we learn?
Numeracy is a vital life skill for every child. Research from other countries indicates Mathematics Mastery can be effective when teachers embrace the approach and receive the proper implementation support. ARK's experience in terms of the training and support they will offer means that this is more than just the roll out of new maths resources to schools. The EEF wants to learn if it will boost the attainment of the most disadvantaged children – and, if it does, how this can be effectively scaled-up to benefit many more children.

"Mathematics Mastery ensures all pupils have the skills in maths that they will need for their future life, career, and ambitions"

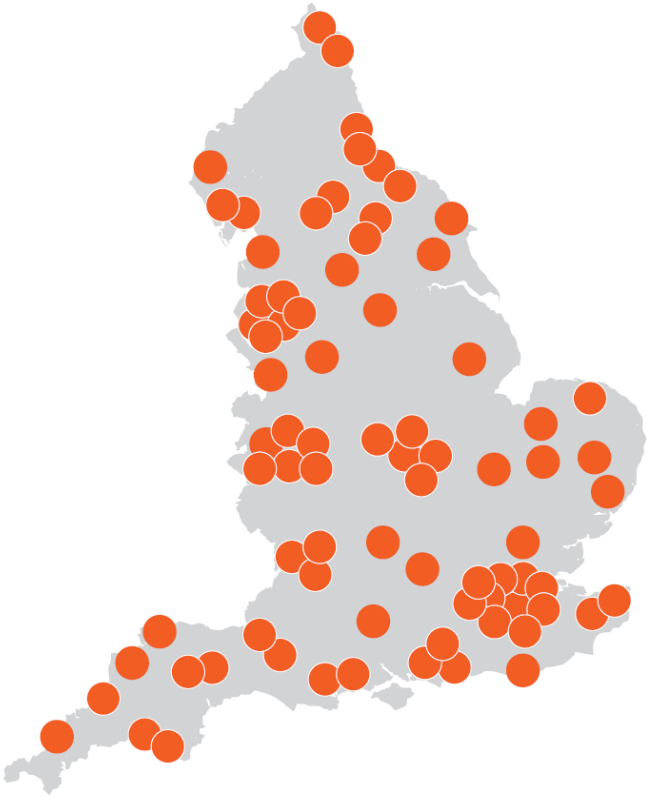
A head teacher speaking about Mathematics Mastery

Projects

Project: 'Mathematics Mastery'

Where: 1,800 5-6 year-olds, 40 primary schools

Cost: £330 per pupil over 4 years



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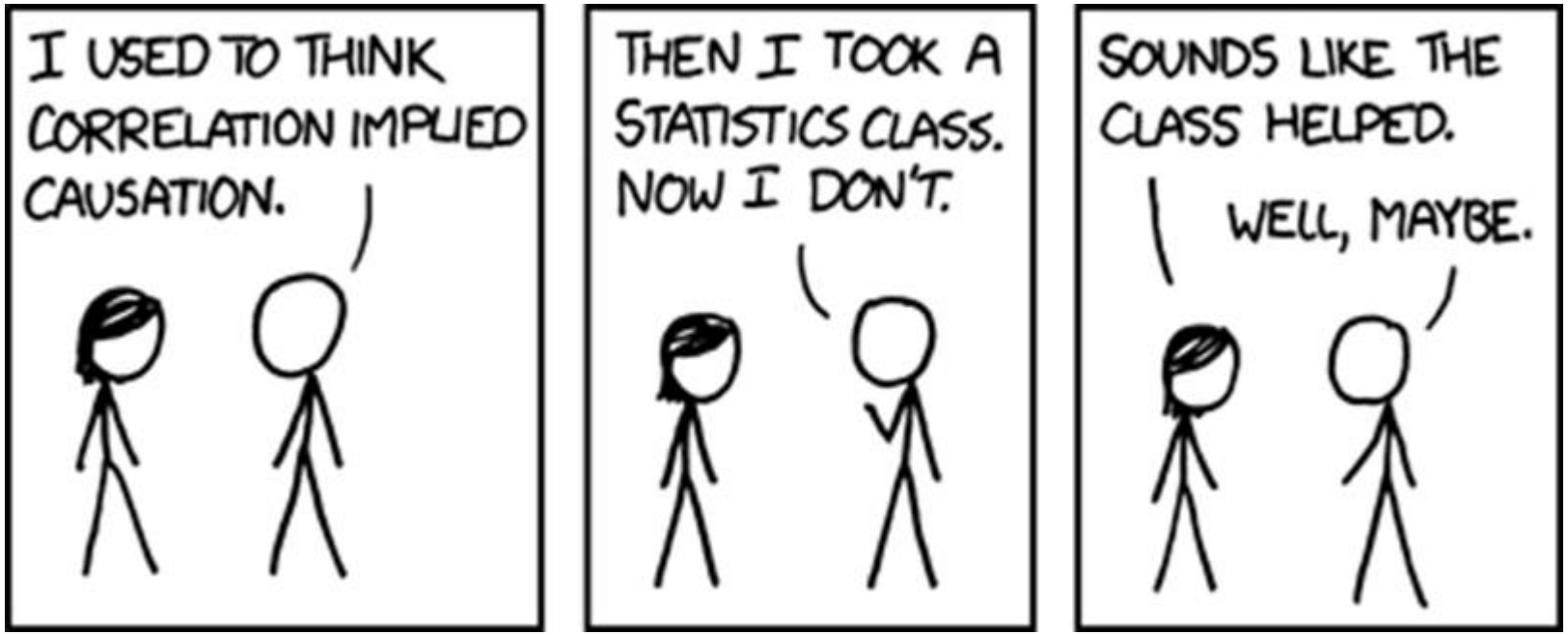
- Does teaching children to ***play chess*** boost their attainment in Maths?
- Can peer observation by teachers, using a programme called ***Lesson Study***, improve practice?
- Do pupils respond to ***financial or other incentives***? Will parents engage more with their children's education if they're 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?
- Does ***delaying school start times*** for adolescents (combined with a sleep education programme) boost Key Stage 4 attainment?

EEF Grant Funding (2011 to date)

127 number of projects	number of pupils reached **750,000+**
£75 million total funding committed	**7,500+** number of schools involved



Credit: http://xkcd.com/552/

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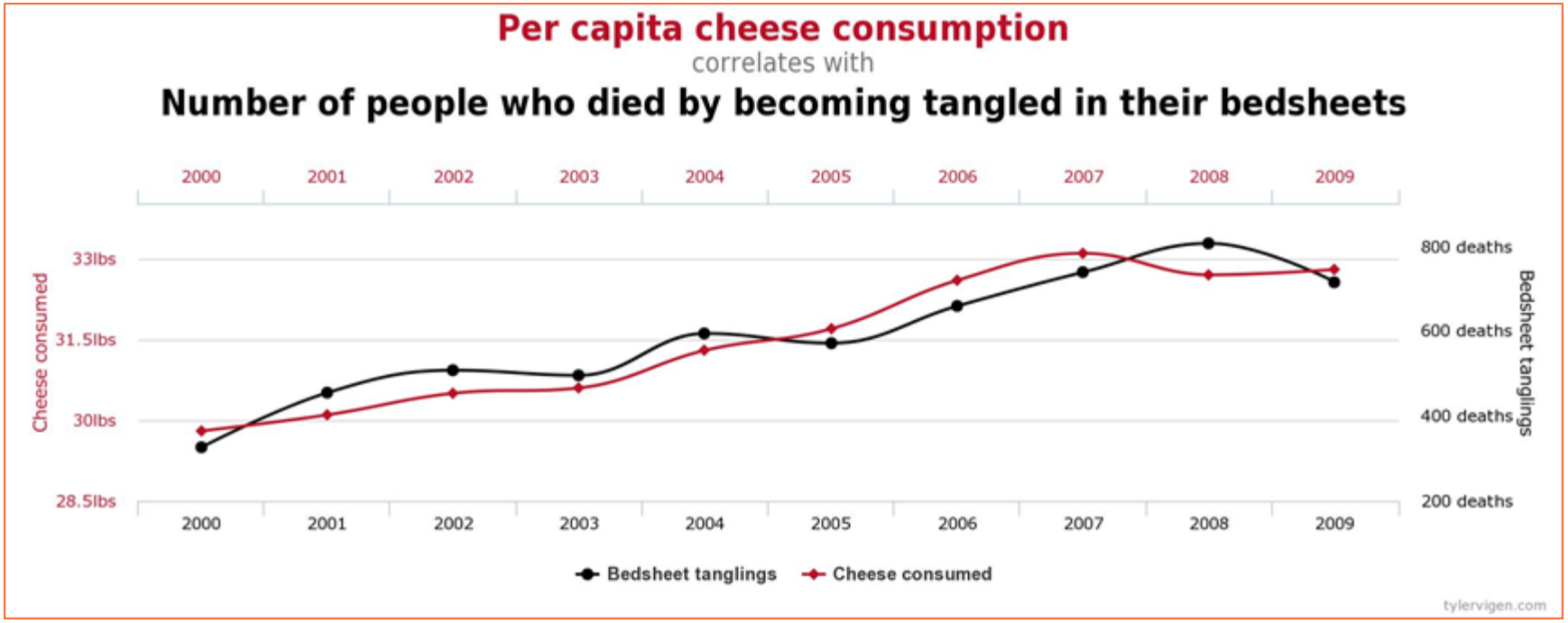

Correlation does NOT imply causation!

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Traditional approach to measuring intervention impact

29 students receive an intervention to improve their attainment

Year 9 Class
29 students

Data indicates low rates of attainment

Conclusion?
Oral feedback was responsible for the rise in attainment

Year 9 Class
29 students

Data indicates 32% increased levels

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Answering the counter-factual question…

What would have happened otherwise?

- Was 32% improvement better or worse than if you'd done nothing different ('business as usual')?
- Was 32% improvement better or worse than if you'd tried a different programme instead?

Answer: we have absolutely no idea.

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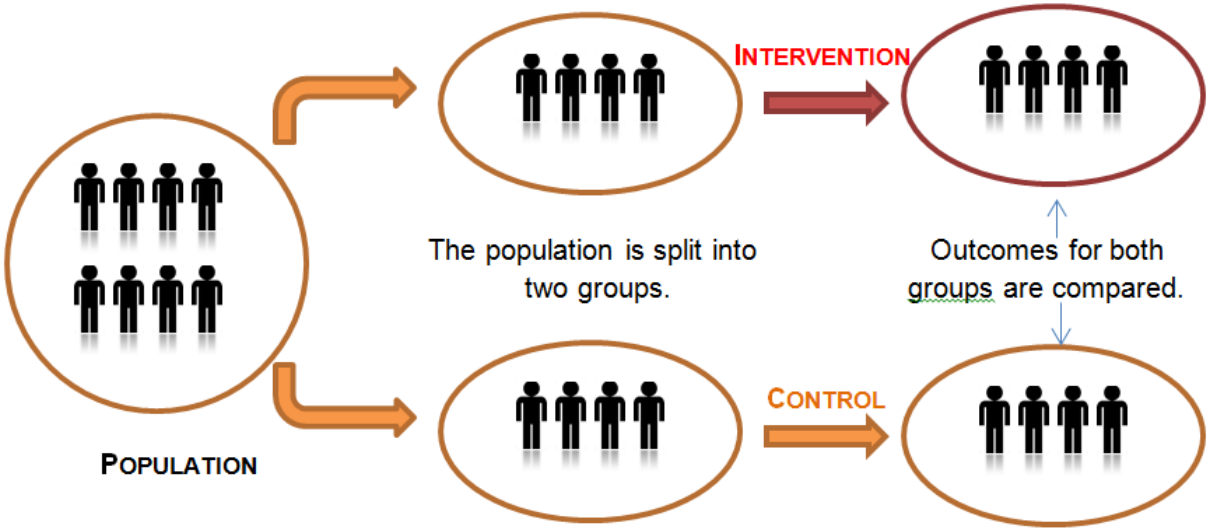
'Fair test' approach to evaluating intervention impact

Figure 1: evaluation with a comparison group.



Control v. Treatment

(keep everything constant apart from the thing we are testing)

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Chatterbooks

- An extracurricular reading initiative that aimed to increase a child's motivation to read.
- Weekly 1-hour sessions where pupils read and discussed an age-appropriate book.
- Delivered by trained graduates to pupils who had not achieved expected level at the end of primary school.

Group	Months' progress
All pupils	-2 months
FSM-eligible	-4 months

Accelerated Reader

- A whole-group programme that aims to foster the habit of independent reading.
- Online system screens pupils according to their reading levels, and suggests books that match their reading age and interests.
- Pupils take computerised quizzes on the books they have read and earn 'points' related to difficulty.

Group	Months' progress
All pupils	+3 months
FSM-eligible	+5 months

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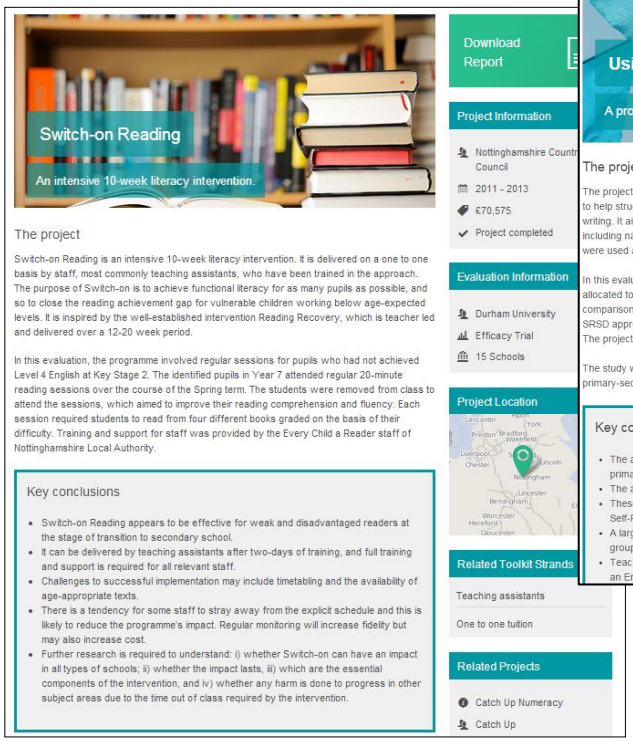
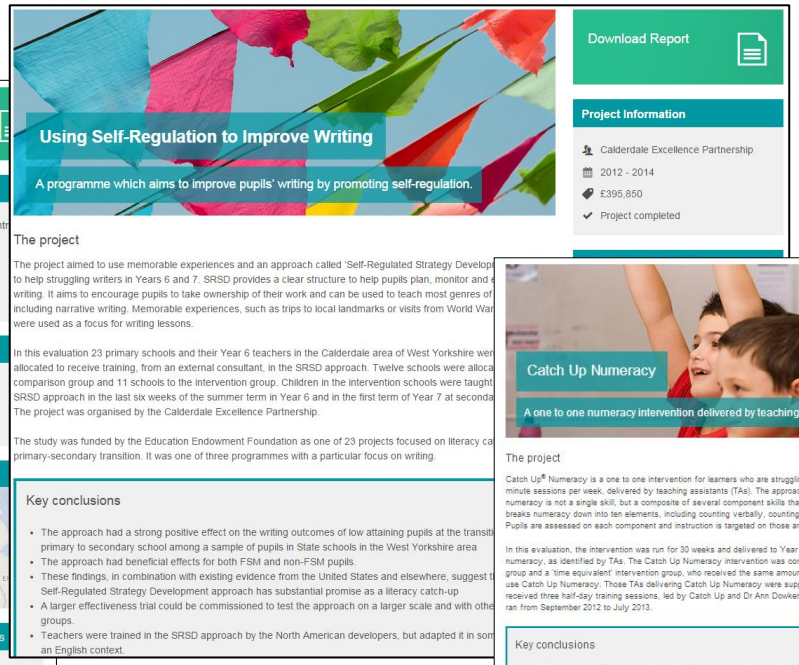
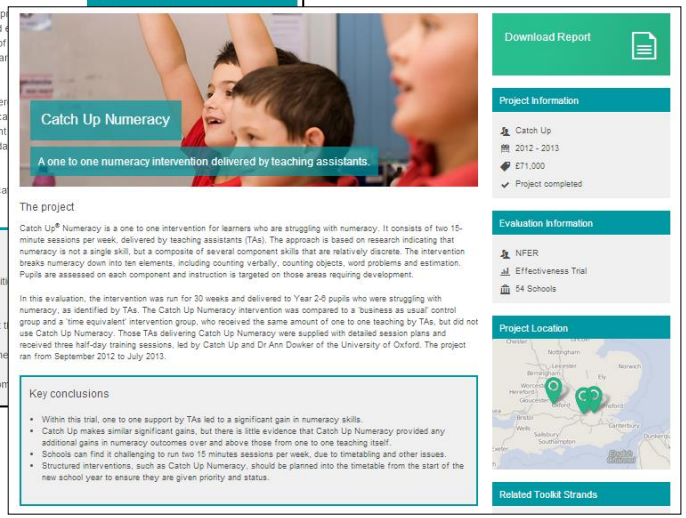
44 EEF evaluation reports published so far…

Positive, negative, neutral: all reports are available on the EEF website







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Keeping the Toolkit up-to-date

The Teaching and Learning Toolkit is a live resource, updated to reflect our current, best understanding of the evidence – including EEF project results.

May 2011

Teaching assistants	+ 0 months	££££

July 2015

Teaching assistants	£ £ £ £ £	🔒🔒🔒🔒🔒	+ 1 month

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The rise and rise of TAs

~250,000
Teaching Assistants in English schools

Trebled since 2000

Largest Pupil Premium investment

c.£5bn
to employ

More TAs than teachers in primary

More than roads, housing

What an opportunity!

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Teaching Assistants Campaign – focused in South and West Yorkshire

EEF launches £5m campaign to boost learning for 14,000 disadvantaged pupils in Yorkshire

Teaching assistants should not be used as substitute teachers for low-attaining pupils, according to a new guidance report published by the Education Endowment Foundation (EEF).

Instead they should be used to help pupils develop independent study skills, and given direction to deliver high-quality one-to-one and small-group support.

The report calls on teachers and school leaders to make more effective use of their teaching assistants. It offers seven practical tips for maximising the impact they have on the attainment of pupils.

The seven recommendations will be used to inform a £5 million campaign to boost learning for nearly 14,000 disadvantaged pupils in Yorkshire.

At present, there are 243,700 full-time equivalent teaching assistants employed in schools across England, a number that has more than trebled since 2000. In a year, schools spend approximately £4.4 billion employing them.

Previous research had shown that in many English schools teaching assistants are not being deployed in ways which improve pupil outcomes. However, research funded by the EEF has demonstrated that, when they are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term.

You can read the report, *Making Best Use of Teaching Assistants*, at http://bit.ly/TAGuidance

Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, says: "Teaching assistants play such a significant role in schools, especially in supporting some of our most disadvantaged pupils, that they deserve the best possible guidance. By providing teachers and school leaders with a practical framework that they can take into the classroom, this report has the potential to make a real difference to the professional development of teaching assistants and, as a consequence, pupil attainment."

- Campaign focused in Yorkshire.
- Working with 600+ schools through local 'advocate partners' to help them act on the evidence of how Teaching Assistants can better support disadvantaged pupils.
- Funding evidence-based, targeted interventions to boost the attainment of thousands of pupils.

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The EEF in 20 minutes

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Published guidance – issued to every school

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS

I

TAs should not be used as an informal teaching resource for low-attaining pupils

The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.

II

Use TAs to add value to what teachers do, not replace them

If TAs have a direct instructional role it is important they supplement, rather than replace, the teacher – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.

Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation.

Where TAs are working individually with low-attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.

III

Use TAs to help pupils develop independent learning skills and manage their own learning

New research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.

IV

Ensure TAs are fully prepared for their role in the classroom

Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.

Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.

During lesson preparation time ensure TAs have the essential 'need to knows':

- Concepts, facts, information being taught
- Skills to be learned, applied, practised or extended
- Intended learning outcomes
- Expected/required feedback.

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN DELIVERING STRUCTURED INTERVENTIONS OUT OF CLASS

V

Use TAs to deliver high-quality one-to-one and small group support using structured interventions

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

VI

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

- Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery
- TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)
- The intervention has structured supporting resources and lesson plans, with clear objectives
- TAs closely follow the plan and structure of the intervention
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child
- Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).

RECOMMENDATIONS ON LINKING LEARNING FROM WORK LED BY TEACHERS AND TAs

VII

Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.

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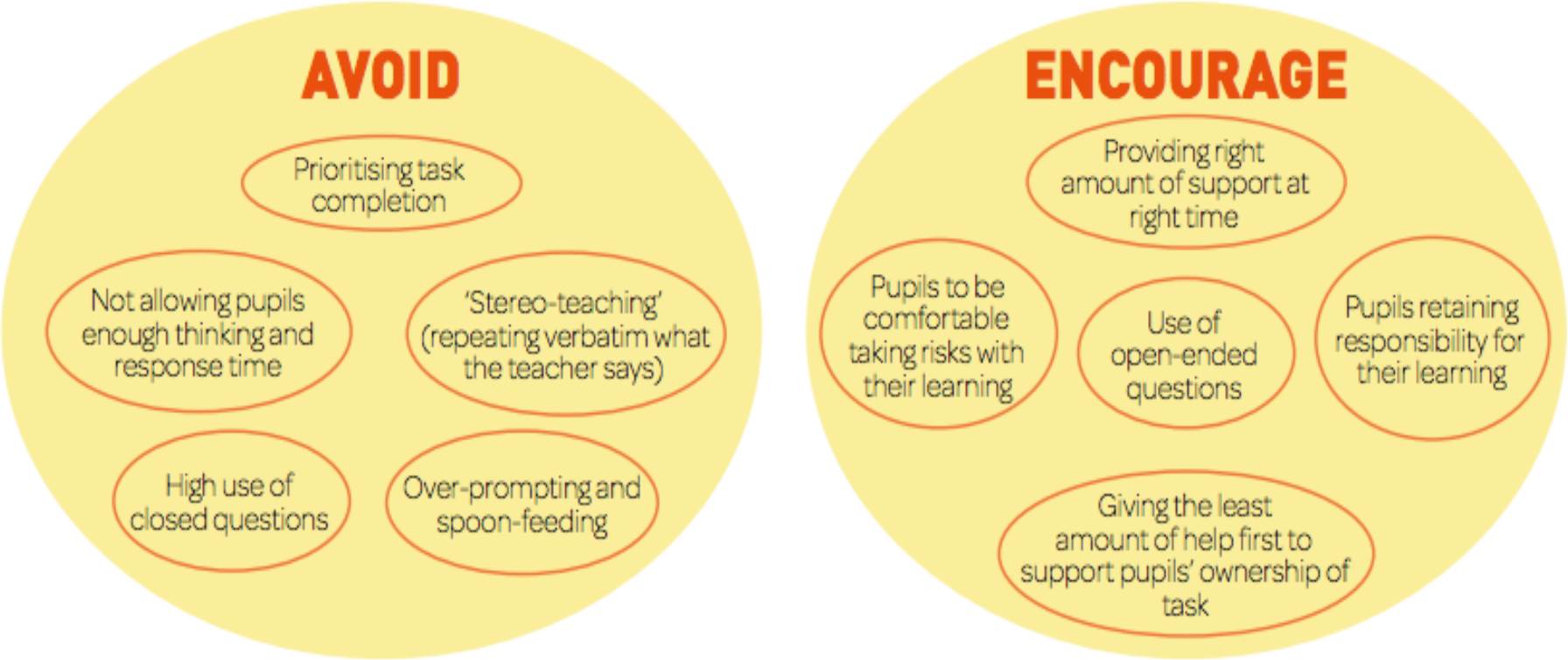
Deploying TAs in the classroom

Figure 1. *TA teaching strategies that encourage and inhibit independent learning*



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Teaching Assistants: most promising results

Project	Summary	Age	Toolkit areas	Months' progress	Evidence security
Catch Up Literacy	One-to-one tailored TA support on phonics and comprehension.	Y3-6	**Phonics**	**+2 months**	**Effectiveness**
Catch Up Numeracy	One-to-one TA numeracy instruction for struggling learners	Y2-6	**-**	**+3 months**	**Effectiveness**
Nuffield Early Language Intervention	Oral language intervention for nursery and reception pupils, delivered by TAs	EYFS	**Communication and language approaches (Early Years toolkit)**	**+4 months**	**Efficacy**
REACH	Language and comprehension intervention for struggling readers, delivered by TAs	Y7	**Reading comprehension; Oral language**	**+6 months**	**Efficacy**
Switch-on Reading	10 week TA intervention drawing on Reading Recovery	Y7	**Reading comprehension**	**+3 months**	**Efficacy**
Talk for Literacy	Speaking and listening interventions delivered by TAs.	Y7	**Oral language**	**+3 months**	**Efficacy**

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The EEF in 20 minutes

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North East Primary Literacy Campaign

(1) Direct support for programmes: new grants to put evidence-based ideas to work in schools with high numbers of disadvantaged pupils.

(2) Place-based advocacy: engaging local partners in supporting schools to improve literacy attainment

(3) New resources for school improvement: 'what works' support for all primary schools in the North East

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Literacy: most promising results

Project	Summary	Age	Months' progress	Evidence security
Accelerated Reader	A web-based programme that carefully matches books to pupils' reading abilities	Y7	**+3 months**	
Fresh Start	A phonics programme for older children.	Y6 & Y7	**+3 months**	
Grammar for Writing	Improving writing through contextualised grammar teaching to whole classes.	Y6	**+2 months**	
Graduate Coaching Programme	Employing coaches to improve the literacy of struggling Year 7s	Y7	**+5 months**	

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Suffolk County Council's Raising the Bar programme and the EEF have created a new joint fund worth £600,000 to boost improvements in education across the county.

Schools are invited to bid for matched funding to introduce programmes and interventions that have been independently evaluated by the EEF with promising results.

Schools are able to choose from a list of nine programmes, selecting the programme that best meets their needs.

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PROJECT	SUMMARY	TYPE OF PROGRAMME	ELIGIBLE YEAR GROUPS	ADDITIONAL MONTHS PROGRESS	PADLOCKS	STAGE
Accelerated Reader Renaissance Learning	A web-based programme that measures and accelerates reading growth, motivates children to read more, and identifies skills gaps.	Whole class	Years 5-8	+ 3 months	🔒🔒🔒	Efficacy
Catch Up® Literacy Catch Up®	One-to-one reading intervention that addresses word recognition processes and language comprehension processes.	Targeted	Years 3-7	+ 2 months	🔒🔒🔒🔒	Effectiveness
Catch Up® Numeracy Catch Up®	One-to-one intervention that breaks numeracy down into 10 components, tests children's ability on each, and targets the exact area of need.	Targeted	Years 3-7	+ 3 months	🔒🔒🔒	Effectiveness
Fresh Start Ruth Miskin Training	A phonics-based literacy programme for older children who are not yet reading at the age-appropriate level.	Targeted	Years 5-8	+ 3 months	🔒🔒🔒	Efficacy
Mathematical Reasoning Oxford University and NCETM	Developing logical principles underlying mathematics, through teacher training, teaching materials and computer games.	Whole class	Year 2	+ 3 months	🔒🔒🔒🔒🔒	Efficacy
Philosophy for Children SAPERE	Weekly teacher-facilitated, pupil-led, dialogues enquiring into jointly developed philosophical questions.	Whole class	Years 2-6	+ 2 months	🔒🔒🔒	Effectiveness
Switch-on Nottinghamshire County Council	10 week reading and writing intervention, delivered by trained TAs, targeting underachieving, vulnerable pupils.	Targeted	Years 3-7	+ 3 months	🔒🔒🔒	Efficacy
Thinking, Doing and Talking Science Science Oxford & Oxford Brookes	Training teachers to make science lessons more practical, creative and challenging.	Whole class	Years 3-6	+ 3 months	🔒🔒🔒	Efficacy
IPEELL – The Writing Strategy CEP	Improving writing using a structured approach and memorable experiences.	Whole class	Years 4 – 7	+ 9 months	🔒🔒	Efficacy

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In 1,200 seconds I aim to cover:

- Who we are and why we exist
- What we do and how we do it
- What our end-goal is

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End goals…

- Create a **reliable, self-improving** education system which, by ensuring **high-quality teaching** as the expected standard, ensures the maximum possible number of children and young people attain to their full potential.

- Ensure that those children and young people who continue to need **additional targeted support** to catch up and keep up have ready access to a range of **tried-and-tested programmes** which address their specific needs and which can be self-sufficient beyond the EEF's funding.

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Final thought…

"Teachers might now be categorised in three groups: **evidence-seekers**, **compliance chasers** and **the disengaged**. The challenge is to cater to all of them while recognising that, like any tool, the Toolkit will be most useful when in the hands of professionals."

'Pupil Premium: Next Steps'
(EEF / Sutton Trust, 2015)

Prof. Steve Higgins, Durham University

Dr Lee Elliot Major, Sutton Trust