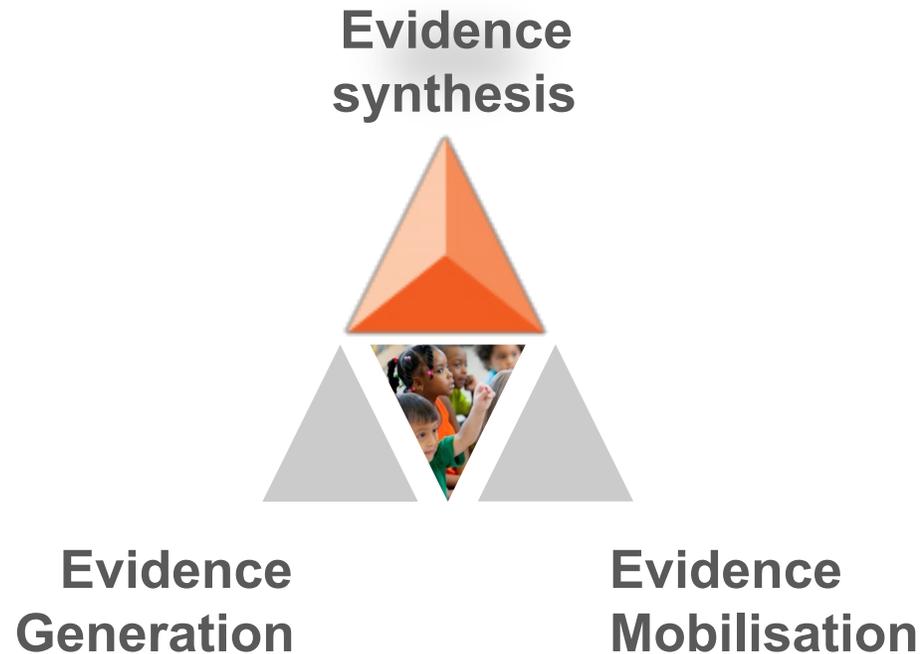


The Education Endowment Foundation



Independent charity dedicated to raising the attainment of 3-18 year-olds, particularly those facing disadvantage; developing their essential life skills; and preparing young people for the world of work and further study

- We support teachers and school leaders to use evidence to inform their decision-making.
- We believe evidence helps schools to make the best decisions, and invest in areas most likely to lead to improvements in pupil outcomes.

EEF Toolkit

“I use the Toolkit to decide which approaches and programmes to adopt to improve pupil learning.”

Year	Senior leaders (%)	Classroom teachers (%)	All (%)
2018	59	23	34
2016	51	17	28

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

EEF projects

We fund high-potential ideas that:

- Focus on raising attainment to narrow the gap;
- Build on existing evidence or will evaluate widespread practice;
- Can be scaled up cost-effectively if shown to work

Most evaluated using RCTs



Changing Mindsets (re-grant)

University of Portsmouth

Testing whether teacher-led sessions can encourage pupils to adopt a "growth mindset"

Independent Evaluator

NIESR



Schools	Grant
100	£290,000

Themes

C Character & essential skills

PROJECT IN PROGRESS

Mathematical Reasoning (re-grant)

Oxford University and NCETM

A whole class programme to teach the logical principles that form the basis of mathematical reasoning

Independent Evaluator

NIESR



Schools	Grant
160	£380,000

Themes

De Developing effective learners

St Staff deployment & development

M Mathematics

PROJECT IN PROGRESS

Philosophy for Children (re-grant)

SAPERE

Testing a philosophy programme that aims to develop children's social skills and cognitive ability, and improve the quality of teachers' talk

Independent Evaluator

NFER



Schools	Grant
200	£1,214,000

Themes

C Character & essential skills

De Developing effective learners

L Language and literacy

PROJECT IN PROGRESS (RETRIALLED)

Visible Classroom (re-grant)

The University of Melbourne

Providing teachers with word-for-word transcripts and personalised analysis, specifically focusing on their "teacher talk" and classroom practice

Independent Evaluator

Behavioural Insights



Schools	Grant
140	TBC

Themes

St Staff deployment & development

PROJECT IN PROGRESS (RETRIALLED)

EasyPeasy: Learning through play

EasyPeasy

Play-based learning app for parents

Independent Evaluator

Durham University



Pupils	Schools	Grant
1,560	120	£359,824

Themes

Ey Early years

C Character & essential skills

P Parental engagement

PROJECT IN PROGRESS

FLASH Marking

Meols Cop High School

Testing the impact of a new approach to feedback in English GCSE classes

Independent Evaluator

Durham University



Pupils	Schools	Grant
12,500	100	£355,300

Themes

De Developing effective learners

F Feedback & monitoring pupil progress

L Language and literacy

PROJECT IN PROGRESS

SCRATCH Programming

Institute of Education

Testing the impact of high quality computer programming lessons on attainment in maths.

Independent Evaluator

Sheffield Hallam University



Schools	Grant
100	£607,266

Themes

De Developing effective learners

St Staff deployment & development

M Mathematics

Read Write Inc. Phonics and Fresh Start

Queen's University Belfast, Ruth Miskin Training

Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2.

Independent Evaluator

American Institutes for Research



Schools	Grant
120	£1,038,782

Themes

St Staff deployment & development

L Language and literacy

PROJECT IN PROGRESS

