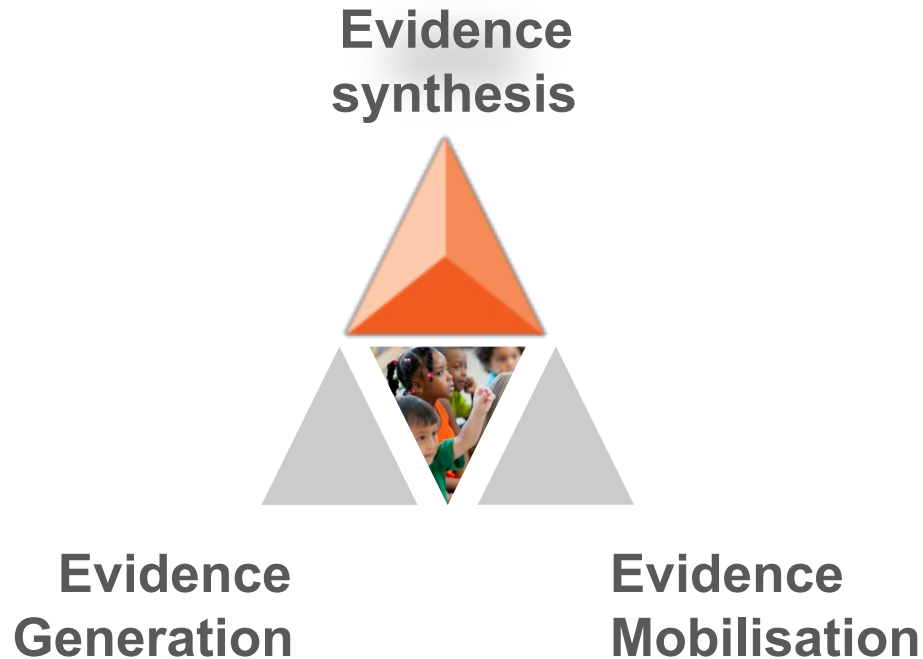


The Education Endowment Foundation



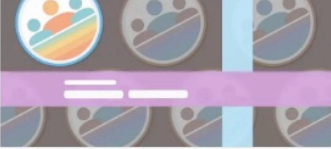


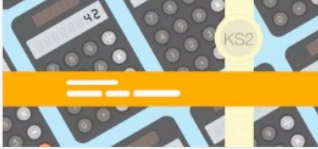

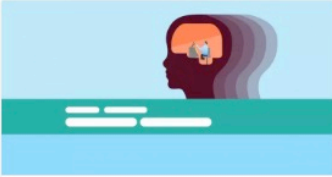

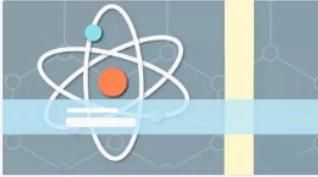
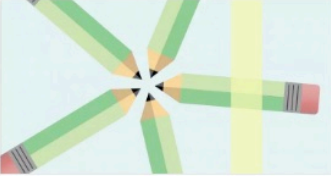

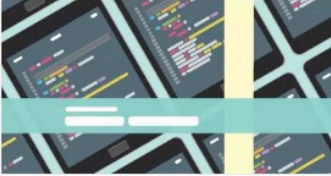

Independent charity dedicated to raising the attainment of 3-18 year-olds, particularly those facing disadvantage; developing their essential life skills; and preparing young people for the world of work and further study

- 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.

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

<h1 style="margin: 0;">160</h1> <p style="margin: 0;">EEF-funded projects</p>	<p style="margin: 0;">children and young people reached</p> <h1 style="margin: 0;">1,168,983</h1>
<h1 style="margin: 0;">£96.3 million</h1> <p style="margin: 0;">total funding committed</p>	<h1 style="margin: 0;">10,695</h1> <p style="margin: 0;">schools, nurseries, colleges involved</p>

EEF Guidance Reports

 <p>Making Best Use of Teaching Assistants</p> <p>Published: 14th November, 2016</p> <p>Primary & Secondary Download PDF</p>	 <p>Improving Literacy in Key Stage One</p> <p>Published: 30th September, 2016</p> <p>Primary & Secondary Download PDF</p>	 <p>Improving Literacy in Key Stage Two</p> <p>Published: 28th April, 2017</p> <p>Primary & Secondary Download PDF</p>	 <p>Improving Mathematics in Key Stages 2 & 3</p> <p>Published: 3rd November, 2017</p> <p>Primary & Secondary Download PDF</p>
 <p>Putting Evidence to Work - A School's Guide to Implementation</p> <p>Published: 8th February, 2018</p> <p>Primary & Secondary Download PDF</p>	 <p>Metacognition and self-regulated learning</p> <p>Published: 26th April, 2018</p> <p>Primary & Secondary Download PDF</p>	 <p>Preparing for literacy</p> <p>Coming Soon: June 2018</p> <p>Early Years</p>	 <p>Science</p> <p>Coming Soon: Autumn 2018</p> <p>Key Stages 3 and 4</p>
 <p>Improving literacy in secondary schools</p> <p>Coming Soon: Autumn 2018</p>	 <p>Parental Engagement</p> <p>Coming Soon: Autumn 2018</p>	 <p>Digital Technology</p> <p>Coming Soon: Winter 2018</p>	 <p>Early Maths</p> <p>Coming Soon: Early 2019</p>

Supporting schools to use research

Uptake of research is based on trust and personality as much as practical usefulness:

- Research use is a **social process**
- The expertise on how to apply evidence in schools and classrooms lies with teachers
- Schools listen to other schools
- Research needs practical application: peer coaching and training is key to producing substantive changes in teachers' practice



Research Schools

Research Schools support other schools in their region them to make better use of evidence to inform their teaching and learning:

- **Communication** – Regular updates on new research and its usefulness to teachers
- **Training** – Delivering CPD on using research to improve classroom practice
- **Innovation** – Support schools to develop and evaluate innovative ways of improving teaching and learning



Applying evidence in practice

<https://educationendowmentfoundation.org.uk/tools/5-steps-to-applying-evidence-in-your-school/>

