What Works *for* Children's Social Care

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WHAT WORKS IN EDUCATION FOR CHILDREN WHO HAVE HAD SOCIAL WORKERS?

SUMMARY REPORT

Exploratory subgroup analysis of data from the
Education Endowment Foundation's randomised controlled trials

CONTENTS

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FOREWORD
THE NATIONAL ASSOCIATION OF VIRTUAL SCHOOL HEADS

The underachievement of children in care is well documented and subject to a legal framework which ensures the promotion of their education is embedded into the fabric of policy and practice. The role of Virtual School Head is statutory and key in safeguarding one of the most vulnerable groups in society. The role has extended to include offering support and advice to those who are adopted and those who leave care through special guardianship orders. In recognition of the impact and influence that Virtual School Heads are having, there is now a recommendation that they also have a vital role in promoting and championing the education of children in need.

WHAT IS PERHAPS MOST SURPRISING IS HOW LITTLE WE KNOW ABOUT 'WHAT WORKS' FOR SOME OF THE MOST VULNERABLE GROUPS OF CHILDREN IN SOCIETY

All of these groups have a number of factors in common. They have had social worker involvement; their lives are characterised by instability and movement; they face multiple barriers to learning and are less likely to progress to Further and Higher Education. What is perhaps most surprising is how little we know about 'what works' for some of the most vulnerable groups of children in society. Whilst the Education Endowment Foundation has become the 'go to' reference point for many education practitioners, Virtual School staff and Designated Teachers have bemoaned the lack of a section dedicated to *our* children. The National Association of Virtual School Heads (NAVSH) are delighted that What Works for Children's Social Care has revisited the EEF trials, and specifically focused on those children for whom we have a statutory responsibility.

NAVSH exists to improve the educational outcomes of care experienced children by working with partners to ensure that their educational needs are better understood. One of charity's central priorities is to promote research, particularly with practitioners that use the model of the Virtual School as a delivery model. NAVSH represents the 150 Virtual School Heads across England and we welcome this report and the potential of the findings in guiding the use of Pupil Premium Plus. We are proud of our work in leading the research agenda and promoting work that supports the most vulnerable groups of children in society. We look forward to collaborating with What Works for Children's Social Care and Designated Teachers in schools to roll out a programme that delivers interventions that have been identified as showing signs of potential.

LYNSEY BURRIDGE
Chair

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EXECUTIVE SUMMARY

Success in education is one of the best predictors of future success in life. For this reason, understanding what causes attainment gaps and how we can address them is one of the most important policy challenges of our time. While we know that young people who have had a social worker have, on average, lower attainment in school than their peers,[1] we do not have a good sense of what works to improve educational outcomes for this group.

In this project, we have attempted to begin redressing this balance by re-analysing data from 63 randomised controlled trials funded by the Education Endowment Foundation, the world's largest funder of this kind of research, to look at the impacts on young people with social care experience (those who have been Child in Need, subject to a Child Protection Plan, or Looked After in the last six years).

WE FIND TEN PROJECTS THAT WE BELIEVE SHOW 'SIGNS OF POTENTIAL' - INTERVENTIONS THAT APPEAR TO HAVE LARGER POSITIVE IMPACTS FOR YOUNG PEOPLE WHO HAVE HAD A SOCIAL WORKER THAN FOR THEIR PEERS

WE FIND THAT:

- Impacts on this group are comparable in size to impacts on all children on average.
- However, different interventions are effective, suggesting that the needs of young people who have had a social worker in education may be different to their peers.
- Small sample sizes for the sub-group we look at mean that findings cannot be conclusive at this stage.
- However, we find ten projects that we believe show 'Signs of Potential' - interventions that appear to have larger positive impacts for young people who have had a social worker than for their peers. These are shown in the Discussion section.
- Future research should prioritise robustly testing these interventions at scale.
- Interventions that target parents and carers appear from our analysis to be particularly encouraging. We believe there is space for future research focusing on developing and testing interventions designed to support young people with social care experience.

PROJECTS SHOWING 'SIGNS OF POTENTIAL'

AFFORDABLE MATHS TUITION

3

MONTHS' PROGRESS

Effect size: 0.21

Cost to schools per participant per year **£378**

CATCH UP LITERACY

4

MONTHS' PROGRESS

Effect size: 0.32

Cost to schools per participant per year **£30**

CATCH UP LITERACY (RE-GRANT)

1

MONTHS' PROGRESS

Effect size: 0.06

Cost to schools per participant per year **£53**

EMBEDDING FORMATIVE ASSESSMENT

2

MONTHS' PROGRESS

Effect size: 0.16

Cost to schools per participant per year **£5**

FAMILIES AND SCHOOLS TOGETHER

2

MONTHS' PROGRESS

Effect size: 0.13

Cost to schools per participant per year **£48**

FAMILY SKILLS

4

MONTHS' PROGRESS

Effect size: 0.3

Cost to schools per participant per year **£143**

HAMPSHIRE HUNDREDS

2

MONTHS' PROGRESS

Effect size: 0.13

Cost to schools per participant per year **£182***

RESEARCH LEARNING COMMUNITIES

2

MONTHS' PROGRESS

Effect size: 0.14

Cost to schools per participant per year **£3**

SPOKES

2

MONTHS' PROGRESS

Effect size: 0.14

Cost to schools per participant per year **£804**

SWITCH ON READING (RE-GRANT)

2

MONTHS' PROGRESS

Effect size: 0.15

Cost to schools per participant per year **£184**

VOCABULARY ENRICHMENT INTERVENTION

4

MONTHS' PROGRESS

Effect size: 0.19

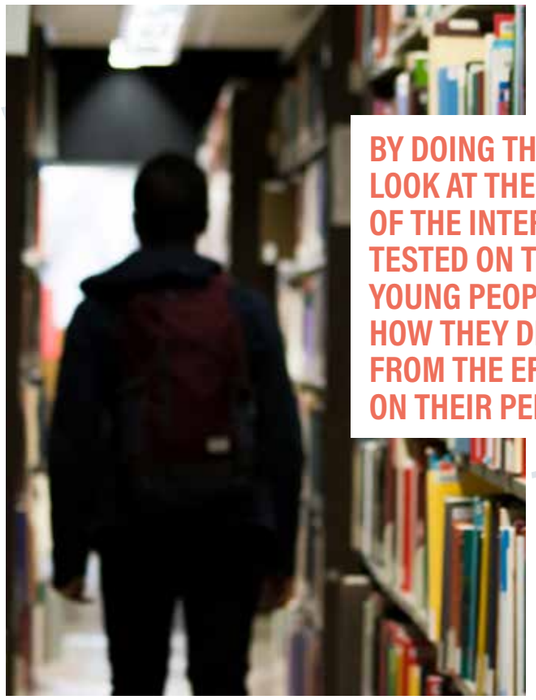
Cost to schools per participant per year **£110**

* Based on EEF's estimate of £3630 per school and assuming 20 eligible pupils per school

For further information on the interventions showing 'signs of potential' including; the level of delivery, the yeargroup involved in the trial and the number of CSC experienced children sampled, please see the Discussion section on p53

INTRODUCTION
WHAT WORKS IN EDUCATION FOR CHILDREN WHO HAVE HAD SOCIAL WORKERS?

In England, educational inequality is well documented. Young people who are in receipt of free school meals do significantly worse in school than their more affluent peers. They earn less and are less likely to be in employment, education and training when they finish mandatory schooling.[2] Indeed, half of all social immobility in the UK can be attributed to differences in access to education.[3] For children and young people who have had a social worker, the outlook is even worse.[4] In addition, there is little or no high quality evidence on the impact of educational interventions on attainment for these young people.



BY DOING THIS, WE CAN LOOK AT THE IMPACTS OF THE INTERVENTIONS TESTED ON THOSE YOUNG PEOPLE, AND HOW THEY DIFFER FROM THE EFFECTS ON THEIR PEERS.

Successive governments have focused on narrowing the attainment gap between young people from higher and lower income families. One such endeavour was the establishment in 2011 of the Education Endowment Foundation (EEF), with an endowment of £125 million from the Department for Education (DfE). The EEF, the first of the 21st century What Works Centres, set out to fund interventions in education with the aim of lowering the attainment gap between young people who were eligible for free school meals, and those who were not. What was unusual about their approach was that they also funded an independent evaluation, usually in the form of a randomised controlled trial, to assess the impact of these interventions on young people's attainment. They have commissioned over 150 such trials, of which 100 have reported their findings at the time of writing. Although the primary focus of the EEF is not young people with experience of the children's social care system, the data from these experiments allows us to examine what works for this group in a way that was not previously possible.

We have therefore embarked on a project to re-analyse the data from each of the EEF's 83 randomised controlled trials which had been reported by March 2019, making use of the Office for National Statistics' (ONS)[5] Secure Research Service and the National Pupil Database (NPD) to identify 'CSC experienced children' (those subject to a Child in Need Plan, Child Protection Plan, or those who are looked after[6]). By doing this, we can look at the impacts of the interventions tested on those young people, and how they differ from the effects on their peers.

This represents the first time the archived data from the EEF's trials has been analysed in this way, and a leap forward in our understanding of what works for children who have had a social worker in education. Although many of the analyses we conduct are 'underpowered' – that is, too small to yield truly rigorous evidence, and increasing the likelihood of bias – we were able to identify nine studies which show 'Signs of Potential.' These are studies with positive effects for young people who have had a social worker which are larger than the effect on young people without a social worker, and where there are no substantial complications to the sub-group analysis. Where there are signs of potential, this might suggest to leaders in schools, virtual schools and children's social care how they could best support these young people, and provides a direction for future research to follow up with larger, more robust studies.

THIS REPRESENTS THE FIRST TIME THE ARCHIVED DATA FROM THE EEF'S TRIALS HAS BEEN ANALYSED IN THIS WAY, AND A LEAP FORWARD IN OUR UNDERSTANDING OF WHAT WORKS FOR CHILDREN WHO HAVE HAD A SOCIAL WORKER IN EDUCATION

DR MICHAEL SANDERS
Executive Director,
What Works for
Children's Social Care

SUMMARY OF METHODS

The approach taken in this project was to use trial data made available by the EEF and the Fisher Family Trust (FFT), and the Department for Education's National Pupil Database, and to re-analyse it to look at effects for children who have had a social worker (CSC experienced children). Our main questions were whether the interventions were effective for these children and how those differ from effects for the full sample of young people.

This data is archived at the conclusion of EEF funded trials, by the EEF's appointed independent evaluators. At the beginning of this project, 83 RCTs had been archived in this way. For each of these projects, the data were also merged with national administrative datasets which identified young people's previous contact with social care.

The data for these projects consist of full trial datasets, generally with minimal cleaning or other processing conducted. For each trial, we therefore attempted to identify the suitability for use in this analysis, the limitations of the analysis we are able to conduct, and what processing was needed.

FOR EACH TRIAL, WE ATTEMPTED TO IDENTIFY THE SUITABILITY FOR USE IN THIS ANALYSIS, THE LIMITATIONS OF THE ANALYSIS WE ARE ABLE TO CONDUCT, AND WHAT PROCESSING WAS NEEDED

Projects were excluded from our analysis for a few reasons. First, where the data sharing or consent processes used were identified by FFT as not sufficient to allow for archiving or data sharing, our analysis could not be conducted. Six projects were removed for this reason. Data for eight trials were not available for re-analysis due to delays in receiving the data from the project evaluators – these trials were therefore also excluded. Where data use was possible, we identified our cohort of interest, which was taken as being any young people who were subject of a Child in Need (CIN) plan, Child Protection Plan (CPP), or who had been Looked After at any time during the six years prior to the launch of the trial.

We then excluded two trials where fewer than 30 young people were in this cohort. The EEF's 'Octopus' trial was excluded as it was different in nature to the kind of intervention studies we were focusing on, and one other trial was removed later due to changes in the trial's status.

Trial data were then cleaned to create useable datasets, more detail on which can be found in our technical report. Data were analysed using four different approaches (agreed with an independent peer reviewer), in an attempt to replicate the analysis of main effects of the original study, with the analytical approach that yielded the most similar results being selected to take forward. Two additional trials were excluded at this stage due to challenges in replicating the original findings with the data available and information about the analytical approach. Overall, this left the 63 trials that are reported in this paper.

Trials were then re-analysed using the approach selected in the previous stage, this time including both an indicator for whether a participant has had contact with children's care services, and an interaction between having had this CSC experience and the variable indicating that they had received the intervention for that trial. The results of the analysis that follows in the subsequent sections reports the impacts of the interventions tested on two groups of young people – those who have had a social worker, and those who have not, for comparison.

SIGNS OF POTENTIAL

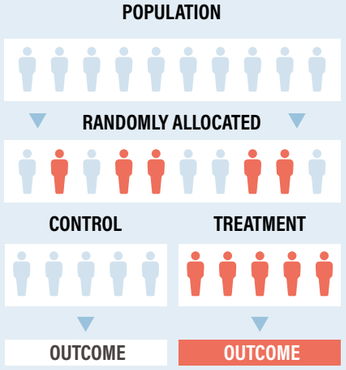
Following our analysis, we reviewed the findings to identify those interventions which we believe warrant further investigation, and which, on the basis of our findings, offer the best chance of success in future implementation and research studies.

We identify ten projects as showing 'Signs of Potential.' These projects are those which meet several criteria; the evidence strength of the original study's primary analysis is at least fairly strong, the sample of our subgroup is at least 30 people, who are evenly distributed between treatment and control groups and, most importantly, our analysis finds consistently larger effects for young people who have had a social worker than for their peers. As the proportion of children who have had a social worker in the EEF's trials are relatively small (13.4%), we do not consider statistical significance in this part of our analysis.

WHAT IS A RANDOMISED CONTROLLED TRIAL?

Randomised controlled trials (RCTs) are a study design used to understand what the impact of an intervention is on a particular outcome or set of outcomes. Unlike other approaches to causal identification, the approach does not rely on advanced statistics or potentially onerous assumptions, but instead relies on the random allocation of people to receive the new intervention. In the simplest form of an RCT, participants are assigned at random – as if by a flip of a coin, or the roll of a dice – to either receive the new intervention, or not to. The people who don't receive it form the 'control group', and their outcomes are compared with the 'treated' group who got the intervention. Because the allocation is random, we expect the two groups to have the same outcome in the absence of the intervention, and so we're able to say that any difference we do see is caused by the intervention.

RCTs are very common in medicine, but less so in fields such as education and children's social care. The EEF have pioneered the more mainstream adoption of RCTs in education.



WHICH YOUNG PEOPLE DOES OUR ANALYSIS COVER?

Our analysis looks at the impacts of interventions on young people who have had experience of children's social care during the six years prior to the trial beginning. There are three groups who make up this group; Children in Need (CiN), Children subject to a Child Protection Plan (CP), and Children Looked After (CLA).

A Child in Need:
A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

A Child subject to a Child Protection Plan (CP)
Under the Children Act 1989, where a local authority has reasonable cause to suspect that a child (who lives or is found in their area) is suffering from or is likely to suffer significant harm, it has a duty to make enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. A child whose needs and circumstances have been assessed and there is enough concern about their welfare can become subject to a Child Protection plan. They may remain in the care of their parents and receive additional and targeted support to alleviate concerns.

A Child Looked After (sometimes referred to as a CLA)
A child who is Looked After is cared for by those other than their parents outside of the home and this is arranged by the Local Authority.

There are two primary routes for a child to become Looked After; through a voluntary agreement with the parents who agree for their child to be looked after in a place out of the home, and under a court order. The order is only granted if the court is satisfied that the harm, or likelihood of harm, is caused by, or likely to be caused by in the future, the level of care by parents not being of a standard that it is reasonable to expect.

Some Children in Need may require accommodation because there is no one who has parental responsibility for them, because they are lost or abandoned, or because the person who has been caring for them is prevented from providing them with suitable accommodation or care.

PRESENTING OUR FINDINGS

Most of the rest of this report is taken up with a presentation of our findings. Each trial is presented in turn, with the analysis for each of our outcomes reported.

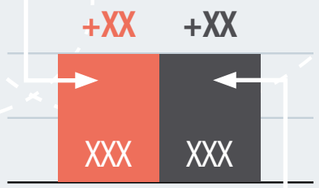
In common with the EEF, we present our findings in terms of 'months of progress.' To do this, we convert the effects we see in statistical analysis, which appear as proportions of a standard deviation change in attainment[7] using the rough indicator that young people make approximately one standard deviation of progress in a given subject in a year. This method isn't perfect, but hopefully it gives a good sense of the approximate magnitude of effects of different interventions. The table opposite[8] shows the conversion used between standard deviations effect size and months' progress.

EFFECT SIZE TO MONTHS' PROGRESS

Effect size	Months' additional progress
0 - 0.04	0
0.05 - 0.09	1
0.10 - 0.18	2
0.19 - 0.26	3
0.27 - 0.35	4
0.36 - 0.44	5
0.45 - 0.52	6
0.53 - 0.61	7
0.62 - 0.69	8
0.70 - 0.78	9
0.79- 0.87	10
0.88 - 0.95	11

KEY TO THE FINDINGS

Effect of the intervention on CSC experienced young people, in months' progress in each outcome measure



Effect of the intervention on non-CSC experienced young people, in months' progress in each outcome measure (this is different to the main effect of the original study)

SIGNS OF POTENTIAL

Where you see this symbol, it means we think that the intervention being studied is worthy of a closer look – usually because the effect for children who have had a social worker is larger than the overall effect, and the sample size for this group is at least 30.

STATISTICAL SIGNIFICANCE

This symbol indicates that an effect on young people who have had a social worker is statistically significant. If this symbol is not present, the result is not statistically significant.

SIGNS OF POTENTIAL

RESULTS

SIGNS OF POTENTIAL	TRIAL NAME	SUBJECT	MONTHS' PROGRESS: CSC experienced children	MONTHS' PROGRESS: CSC experienced children compared to their peers
	1stClass@Number	Quantitative Reasoning	-4	-7
	Abracadabra (Online)	Reading	0	-1
	Abracadabra (Offline)	Reading	3	0
	Accelerated Reader	Reading	3	-1
	Act, Sing, Play	Literacy	1	0
	Act, Sing, Play	Maths	1	1
✓	Affordable Online Maths Tuition	Maths	3	4
	Best Practice in Setting	English	-2	-2
	Best Practice in Setting	Maths	0	0
	Butterfly Phonics	Reading	5	1
✓	Catch-up Literacy	Literacy	4	4
✓	Catch-up Literacy (re-grant)	Literacy	1	1
	Changing Mindsets - Pupil Workshops	English	5	4
	Changing Mindsets - Pupil Workshops	Maths	0	-1
	Changing Mindsets - Teacher Training	English	-2	0
	Changing Mindsets - Teacher Training	Maths	-2	0
	Chess in Primary Schools	Maths	1	2
	Children's University	Reading	0	-2
	Children's University	Maths	-1	-3
	Dialogic Teaching	English	0	-2
	Dialogic Teaching	Maths	0	0
	Dialogic Teaching	Science	3	2
✓	Embedding Formative Assessment	General attainment	2	1
✓	Families and Schools Together (FAST)	Reading	2	2
✓	Family Skills	Literacy	4	3
	Flipped Learning	Maths	-2	-3
	Fresh Start	Reading	5	3
	Future Foundations	Maths	2	2
	Future Foundations	English	0	-3
	The Good Behaviour Game	Reading	1	0
	Graduate Coaching Programme	English	2	-4
	Grammar for Writing	Writing	2	0
	GraphoGame Rime	Reading	0	2
✓	Hampshire Hundreds	Combined Maths and English	2	2
	Improving Numeracy and Literacy in KS1 (Year 7)	English	-5	-5
	Improving Numeracy and Literacy in KS1 (Year 9)	Maths	2	-1
	Increasing Pupil Motivation (Event Incentive)	Maths	0	-1

SIGNS OF POTENTIAL

TRIAL NAME	SUBJECT	MONTHS PROGRESS: CSC experienced children	MONTHS PROGRESS: CSC experienced children compared to their peers
Increasing Pupil Motivation (Event Incentive)	English	0	1
Increasing Pupil Motivation (Event Incentive)	Science	-1	-1
Increasing Pupil Motivation (Financial Incentive)	Maths	0	-2
Increasing Pupil Motivation (Financial Incentive)	English	0	-1
Increasing Pupil Motivation (Financial Incentive)	Science	-1	-1
IPEELL	Writing	5	1
IPEELL (re-grant) - (one year of interventon)	Writing	0	2
IPEELL (re-grant) - (two years of interventon)	Writing	3	1
Learner Response System (one year of intervention)	Maths	-2	-1
Learner Response System (one year of intervention)	Reading	-2	-2
Learner Response System (two years of intervention)	Maths	0	0
Learner Response System (two years of intervention)	Reading	0	0
Lets Think Secondary Science	Science	0	0
LIT Programme	Literacy	3	2
Maths Count	Maths	-2	-6
Nuffield Early Language Intervention (30 weeks of intervention)	Language Skills	-3	-5
Nuffield Early Language Intervention (20 weeks of intervention)	Language Skills	7	5
Parent Academy (incentivised)	English	-3	-4
Parent Academy (incentivised)	Maths	-3	-3
Parent Academy (non-incentivised)	English	-2	-3
Parent Academy (non-incentivised)	Maths	-2	-1
Peer Tutoring in Secondary School (Year 7)	Reading	0	0
Peer Tutoring in Secondary School (Year 9)	Reading	-2	0
Philosophy for Children	Reading	0	-2
Philosophy for Children	Maths	1	0
Quest	Reading	-1	0
Rapid Phonics	Reading	-2	-2
REACH	Reading	4	1
REACH plus language comprehension	Reading	6	3
Research Learning Communities	Reading	2	2
Response to Intervention	Reading	2	-1
Rhythm for Reading	Reading	0	0
ScratchMaths	Maths	0	1
Shared Maths (Year 3)	Maths	0	0

SIGNS OF POTENTIAL

TRIAL NAME	SUBJECT	MONTHS PROGRESS: CSC experienced children	MONTHS PROGRESS: CSC experienced children compared to their peers
Shared Maths (Year 5)	Maths	1	1
Success for All - end-point	Reading	4	3
Success for All - mid-point	Reading	0	-2
Summer Active Reading Programme	Reading	4	2
Switch-on Reading	Reading	2	-2
Switch-on Reading (re-grant)	Reading	2	2
SPOKES	Reading - letter recognition	0	-2
SPOKES	Reading - word recognition	2	2
SPOKES	Reading - phonemic awareness	4	3
Talk for Literacy	Reading	5	4
Talk of the Town	Reading	-2	-2
Teacher Effectiveness Enhancement Programme	English	1	2
Teacher Effectiveness Enhancement Programme	Maths	1	2
Teacher Observation	Combined Maths and English	0	0
Texting Parents	English	-2	-3
Texting Parents	Maths	1	0
Texting Parents	Science	-2	-2
TextNow Transition Programme	Reading	-2	-1
Thinking, Doing, Talking Science	Science	4	2
Thinking, Doing, Talking Science (re-grant)	Science	0	0
Tutor Trust - Affordable Tutoring (re-grant)	Maths	3	1
Tutoring with Alphie	Reading	5	4
Units of Sound	Reading	2	3
Vocabulary Enrichment Intervention Programme	Reading	3	2
Youth United	English	-2	-2
Youth United	Maths	-4	-3
Zippy's Friends	Reading	0	0

1STCLASS@NUMBER

1stClass@Number aims to support pupils who are struggling with Maths. It seeks to do this through training teaching assistants (TAs) to deliver highly scripted lessons to small groups of up to four children. The programme is normally implemented outside of Maths lessons in other lesson time. A colleague (the 'Link Teacher') is expected to meet the TA once a week to help them review and plan upcoming lessons, and provide feedback.

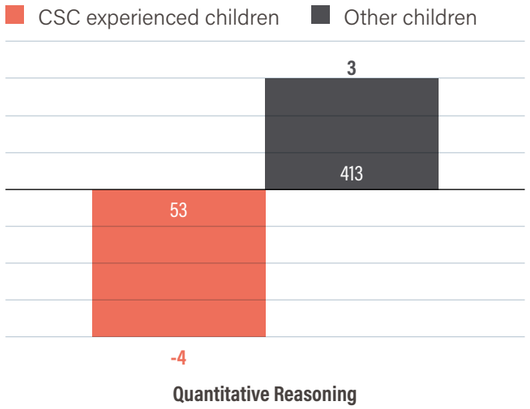
ORIGINAL FINDING

EEF's original trial in 133 schools (with four pupils per school) found an effect of two months on quantitative reasoning on Year 2 pupils.

NEW FINDING

Our results found that for CSC experienced children, 1stClass@Number led to a negative impact of four months on quantitative reasoning attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£77

ABRACADABRA (ABRA)

Abracadabra is a 20-week online literacy programme composed of phonic fluency and comprehension activities based around a series of age-appropriate texts. Four 15-minute sessions per week are delivered by a teaching assistant (TA) to groups of three to five pupils.

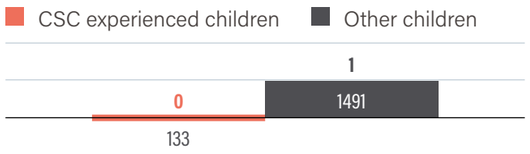
ORIGINAL FINDING

A total of 48 schools and 1,884 Year 1 pupils were included in EEF's original analysis. There were two strands of the intervention - an online and offline offering. An effect on reading attainment of three months (online) and two months (offline) was found.

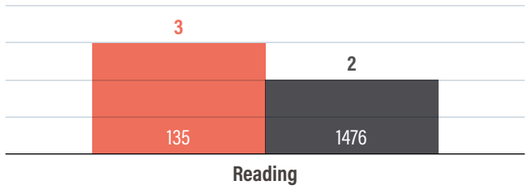
NEW FINDING

Our analysis found that for CSC experienced children, the introduction of Abracadabra did not result in any additional impact on reading attainment compared to the control group.

MONTHS' PROGRESS - ONLINE



MONTHS' PROGRESS - OFFLINE



COST PER CHILD

£ £ £ £ £

£9

ACCELERATED READER

Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to foster the habit of independent reading among primary and early secondary age pupils. The software assesses pupils' reading levels, and suggests books that match pupils' needs and interests. Pupils take quizzes on the books they have read and earn points as they progress.

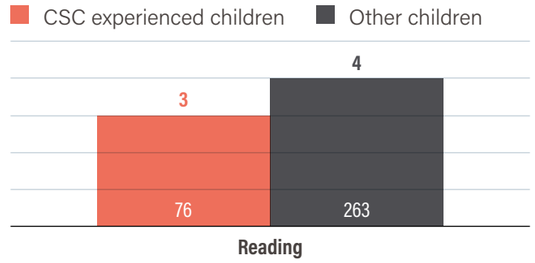
ORIGINAL FINDING

The EEF's original analysis included 349 pupils in Year 7 who had not achieved secure National Curriculum Level 4 in their primary KS2 results for English (across four secondary schools). The evaluation found an effect of three months on reading attainment.

NEW FINDING

Our analysis found that for CSC experienced children, Accelerated Reader similarly resulted in three months' impact on reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£9

ACT, SING, PLAY

Act, Sing, Play offers music and drama tuition to Year 2 pupils. The aim of the programme is to evaluate music workshops (either violin or cello workshops, or singing lessons) for students compared to drama sessions.

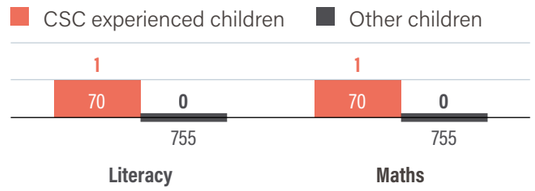
ORIGINAL FINDING

The EEF's original analysis included 909 pupils participated in 19 schools. Year 2 pupils were randomly allocated into one of three groups: violin or cello workshops, singing lessons, or drama workshops, which acted as a control. The evaluation found no evidence of additional progress in English or Maths attainment from the strings and singing workshops.

NEW FINDING

Our results indicate that Act, Sing, Play led to one month's progress for CSC experienced children in both English and Maths attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£219

SIGNS OF POTENTIAL

AFFORDABLE MATHS TUITION

Affordable Maths Tuition is a tutoring programme where pupils receive Maths one-to-one tuition over the internet from trained Maths graduates in India and Sri Lanka. Tutors and pupils communicate using video calling and a secure virtual classroom, and pupils' classroom teachers are able to select lessons from the curriculum to target learning issues.

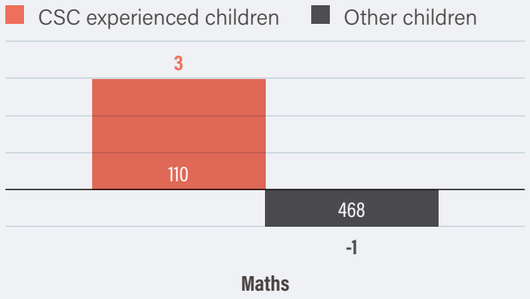
ORIGINAL FINDING

The EEF's original evaluation included 600 Year 6 pupils across 64 schools. The evaluation found no evidence of additional progress in Maths attainment.

NEW FINDING

Our analysis found that for CSC experienced children, Affordable Maths Tuition resulted in three months' additional impact on Maths attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£378

Including staffing costs

BEST PRACTICE IN SETTING

The Best Practice in Setting intervention was designed by academics at UCL Institute of Education to improve the educational attainment and self-confidence of students in Years 7 and 8 who are currently placed in attainment groups for Maths and/or English, by preventing poor setting practices. Teachers are trained in how to use best practice principles in their schools through four twilight training workshops.

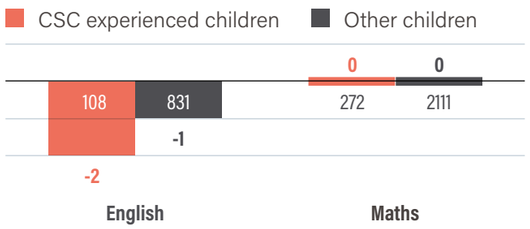
ORIGINAL FINDING

EEF's original analysis looked at 3,322 pupils across 127 schools. No impact was found on Maths attainment, and one negative month's effect on English attainment.

NEW FINDING

Our analysis indicated that for CSC experienced children Best Practice in Setting resulted in a negative two months' impact on English attainment and no impact on Maths attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£14

BUTTERFLY PHONICS

Butterfly Phonics aims to improve the reading of struggling pupils through phonics instruction and a formal teaching style where pupils sit at desks in rows facing the teacher. The teacher directs questions to the pupils throughout the lesson in order to check their understanding. Lessons were typically taught over a period of ten to twelve weeks, usually with two one-hour lessons each week.

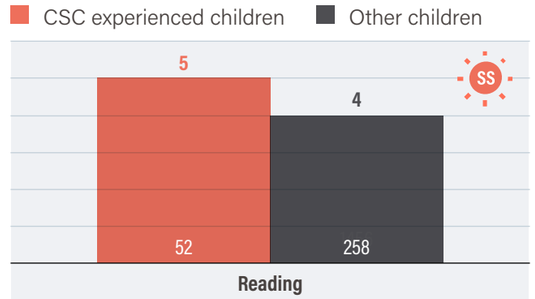
ORIGINAL FINDING

The original evaluation of 310 pupils across six schools found an effect of five months' progress in reading attainment.

NEW FINDING

Our results found that similarly for CSC experienced children Butterfly Phonics resulted in five months' progress in reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£109

CATCH UP LITERACY

Catch Up Literacy is a structured one-to-one literacy intervention that aims to improve the reading ability of struggling readers. It teaches pupils to combine letter sounds into words, separate words into letter sounds, and memorise particular words so they can be understood without using phonics strategies to decode them. The intervention was delivered through two 15-minute sessions per week over 30 weeks at the transition from primary to secondary school.

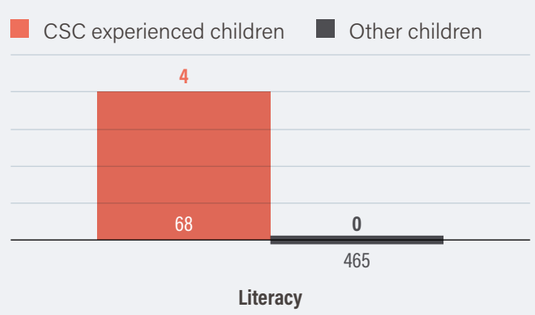
ORIGINAL FINDING

The original analysis of 557 pupils across 15 schools found an effect of two months' progress in reading attainment, in the transition from primary to secondary school.

NEW FINDING

Our results indicate that Catch Up Literacy resulted in four months' progress in reading attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£30

SIGNS OF POTENTIAL

SIGNS OF POTENTIAL

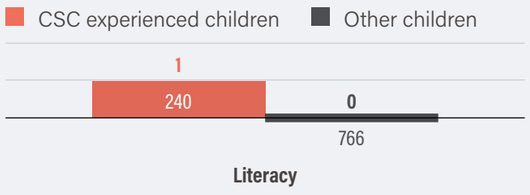
CATCH UP LITERACY (RE-GRANT)

This 're-grant' project tested a scalable model of the Catch Up Literacy intervention under everyday conditions in a large number of schools following evidence of promise in the original trial.

ORIGINAL FINDING
EEF's analysis looked at 1,006 Year 4 and 5 pupils in 141 schools, and found no effect on reading attainment.

NEW FINDING
Our analysis of the re-grant Catch Up Literacy trial found that for CSC experienced children the intervention led to a month of progress in reading attainment.

MONTHS' PROGRESS



COST PER CHILD
£ £ £ £ £ £53

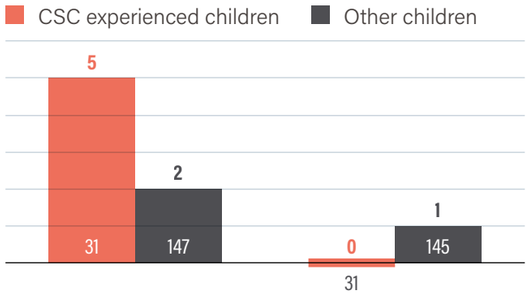
CHANGING MINDSETS

The Changing Mindsets project seeks to improve academic attainment by supporting Year 5 pupils to develop a growth mindset: the belief that intelligence is not a fixed characteristic and can be increased through effort. The project consisted of two separate interventions: an intervention that taught pupils directly about the malleability of intelligence and a professional development course that trained teachers on approaches to developing and reinforcing students' growth mindsets.

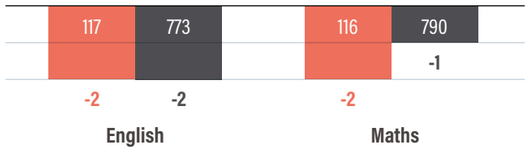
ORIGINAL FINDING
The original evaluation of the pupil workshops intervention involved around 180 pupils across six schools, and found an effect of two months' progress in both English and Maths attainment. Analysis of the teacher training found no effect on Maths attainment and a negative two months' effect in English attainment for around 885 pupils in 30 schools.

NEW FINDING
Our analysis found that the pupil workshop intervention resulted in five months of additional progress in English attainment for CSC experienced children compared to the control group and no additional progress in Maths. We found that the teacher training intervention had a negative impact of two months for the group in both subjects.

MONTHS' PROGRESS - PUPIL WORKSHOPS



MONTHS' PROGRESS - TEACHER TRAINING



COST PER CHILD
£ £ £ £ £ £397
Pupil Workshop

£ £ £ £ £ £16
Teacher Training

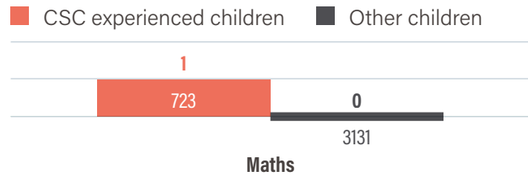
CHESS IN PRIMARY SCHOOLS

Chess in Primary Schools is a whole-school approach to teaching primary school children how to play chess. Children take 30 hours of chess lessons delivered by a tutor who is an experienced chess player, and the school is given the option to set up a chess club as a lunchtime or after-school activity.

ORIGINAL FINDING
The original EEF analysis of Chess in Primary Schools involved 3,865 pupils across 100 schools, and found no effect on progress in Maths for pupils in Year 5.

NEW FINDING
Our analysis indicated that Chess in Primary Schools resulted in one month of additional progress in English attainment for CSC experienced children, compared to the control group.

MONTHS' PROGRESS



COST PER CHILD
£ £ £ £ £ £32

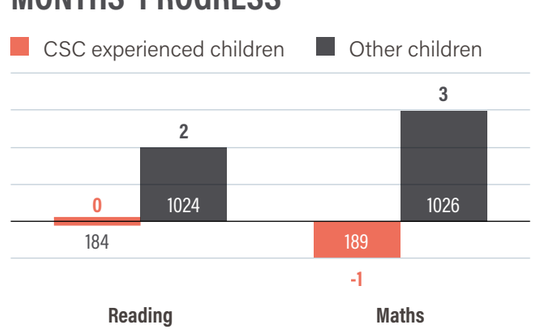
CHILDREN'S UNIVERSITY

Children's University aims to improve the aspirations, attainment, and skills of pupils in Years 5 and 6 by providing learning activities beyond the normal school day. Activities included after-school clubs, visits to universities, museums, and libraries, and 'social action' opportunities such as volunteering in the community. Participation in activities was rewarded through credits, certificates, and a 'graduation' event attended by parents.

ORIGINAL FINDING
EEF's evaluation of Children's University involved around 1,230 pupils across 68 schools. Two months' progress was found in both Maths and English attainment.

NEW FINDING
Our results indicate that the introduction of the Children's University intervention had no impact on reading attainment and a month's negative impact on Maths attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD
£ £ £ £ £ £45

DIALOGIC TEACHING

The aim of the intervention was to raise levels of engagement and attainment across English, Maths, and Science in primary schools by improving the quality of teacher and pupil talk in the classroom. The approach emphasises dialogue through which pupils learn to reason, discuss, argue, and explain in order to develop their higher order thinking as well as their articulacy.

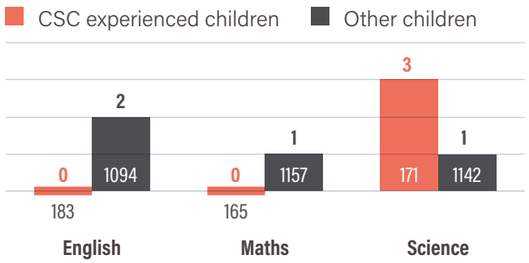
ORIGINAL FINDING

The EEF's analysis of Dialogic Teaching involved around 1,300 Year 5 pupils in 69 schools, and found an effect of two months for both English and Science attainment, and of one month on Maths attainment.

NEW FINDING

Our analysis found that, for CSC experienced children, Dialogic Teaching had no impact on English or Maths attainment, but an effect of three months on Science attainment was found.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £52

SIGNS OF POTENTIAL

EMBEDDING FORMATIVE ASSESSMENT

Embedding Formative Assessment is a whole-school professional development programme aiming to embed the use of effective formative assessment strategies. Schools received detailed resource packs to run workshops known as Teacher Learning Communities (TLCs). All teaching staff were involved. TLC agendas and materials focused on five key formative assessment strategies.

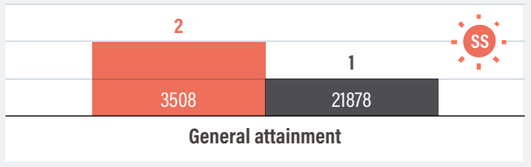
ORIGINAL FINDING

The EEF's original evaluation of Embedding Formative Assessment involved 25,393 pupils across 140 schools, and found an effect on progress in general educational attainment of two months

NEW FINDING

Our results found that for CSC experienced children, Embedding Formative Assessment led to an impact of two months on general educational attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £5

SIGNS OF POTENTIAL

FAMILIES AND SCHOOLS TOGETHER (FAST)

Families and Schools Together (FAST) is a parental engagement programme. Parents and their children attend weekly group sessions, run by trained local partners, that encourage good home routines around homework, mealtimes and bedtimes.

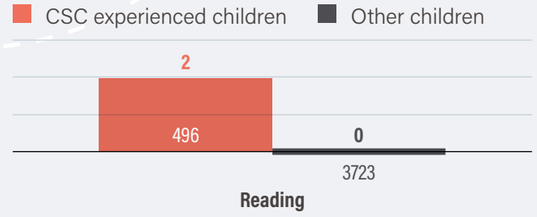
ORIGINAL FINDING

Original analysis of FAST involved 4,221 pupils across 115 schools, and found no effect on progress in combined reading and arithmetic attainment

NEW FINDING

Our analysis found that, for CSC experienced children, FAST resulted in two months' impact on combined reading and arithmetic attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £48

SIGNS OF POTENTIAL

FAMILY SKILLS

Family Skills aims to improve the literacy and language of children learning English as an additional language (EAL). It focuses on supporting parents of Reception-aged children and consists of 11 weekly sessions for parents delivered at the child's school by external family learning tutors. Sessions focus on topics including reading to children, phonics, and making the most of bilingualism.

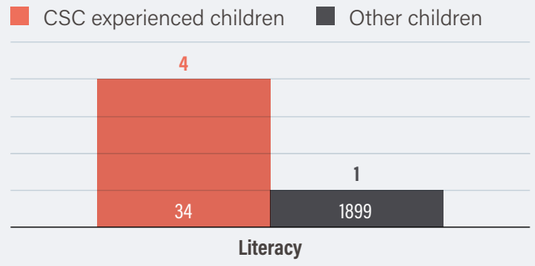
ORIGINAL FINDING

The EEF's analysis of Family Skills involved 1.985 pupils across 102 schools, and found no effect on progress in literacy attainment.

NEW FINDING

Our results indicate that Family Skills resulted in an additional four months' progress on literacy attainment for CSC experienced children, compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £143

FLIPPED LEARNING

The Flipped Learning intervention aims to improve the attainment of pupils in Years 5 and 6. The programme uses a 'flipped' learning approach, in which pupils learn core content online, outside of class time and then participate in activities in class to reinforce their learning. The programme uses an online learning environment, to provide teachers and pupils with Maths resources, allowing collaborative communication between colleagues and pupils, and providing information to teachers on pupils' progress.

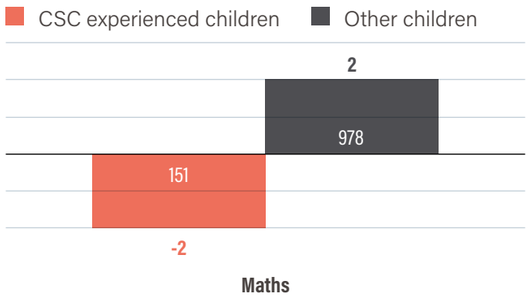
ORIGINAL FINDING

The original analysis of Flipped Learning involved 1,129 pupils across 24 schools, and found an effect on progress in Maths attainment of one month.

NEW FINDING

Our results found that for CSC experienced children Flipped Learning led to a negative impact of one month's progress on Maths attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £147

FRESH START

Fresh Start is a 'catch-up' literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic practice in phonics so that pupils are at an appropriate level to join the mainstream group. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.

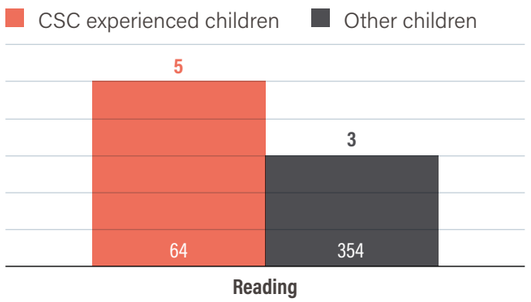
ORIGINAL FINDING

The original analysis of Fresh Start involved 419 pupils across 10 schools, and found an effect on progress in literacy attainment of three months.

NEW FINDING

Our results found that for CSC experienced children Fresh Start led to five months of progress in literacy attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £96

Not including staffing costs

FUTURE FOUNDATIONS SUMMER SCHOOL

The Future Foundations Summer School programme is a literacy and numeracy 'catch-up' intervention which provides extra schooling in the summer holidays. Pupils attending the four-week programme follow a curriculum involving regular literacy and numeracy lessons. 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. It was targeted at pupils in Years 5 and 6.

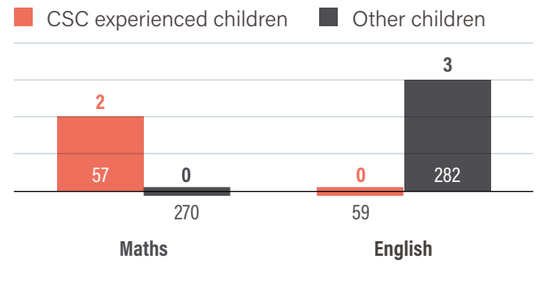
ORIGINAL FINDING

EEF's original analysis involved around 300 pupils across 43 schools, and found an effect on progress in English attainment ('gain score') of two months and no effect on Maths attainment.

NEW FINDING

Our analysis found that, for CSC experienced children, Future Foundations Summer School had an impact of two months' progress in Maths attainment, but no impact on English attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £1,370

GRADUATE COACHING PROGRAMME

The Graduate Coaching Programme provides regular academic tutoring to Year 7 pupils struggling with reading and writing. The intervention was delivered through one-to-one or small group sessions with a trained coach, usually a graduate.

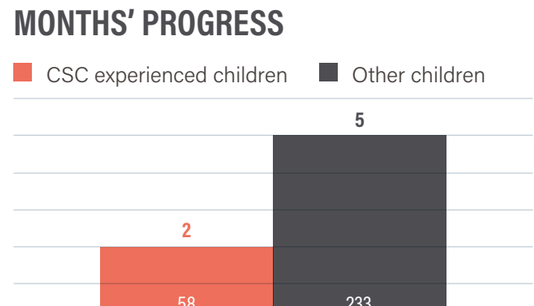
ORIGINAL FINDING

EEF's analysis of the Graduate Coaching Programme involved 291 pupils across four schools, and found an effect on progress in reading, spelling and grammar attainment of five months.

NEW FINDING

Our analysis found that for CSC experienced children the introduction of the Graduate Coaching Programme intervention resulted in two months' impact on reading, spelling and grammar attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £1,400

GRAMMAR FOR WRITING

Grammar for Writing is a literacy intervention that aims to improve writing skills of Year 6 pupils by providing contextualised grammar teaching. It encourages pupils to improve how their writing communicates with the reader by making connections between a linguistic feature and the effect it has on writing, rather than by focusing on grammatical inaccuracies. Grammar for Writing was delivered and evaluated as both a whole class and small group version of the intervention.

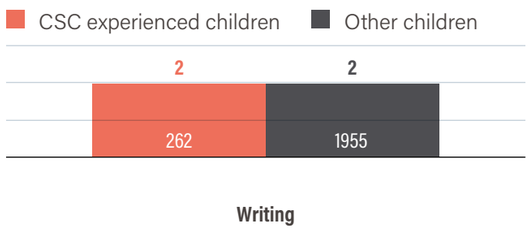
ORIGINAL FINDING

EEF's evaluation of the small group intervention involved 817 pupils across 50 schools, and found an effect on progress in writing attainment of three months. The analysis of the whole class intervention involved 1,982 pupils across 50 schools, and found an effect on progress in writing attainment of two months.

NEW FINDING

Our results indicated that for CSC experienced children, Grammar for Writing led to an impact of two months on writing attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £20

GRAPHOGAME RIME

GraphoGame Rime is a computer game designed to teach pupils to read by developing their phonological awareness and phonic skills. The game can analyse performance and adjust the difficulty of the game content to match the learner's ability. The intervention aimed to improve the reading ability of a group of pupils who were identified as having low literacy skills, as measured by the phonics screening check at the end of Year 1. The intervention is delivered by teachers and teaching assistants.

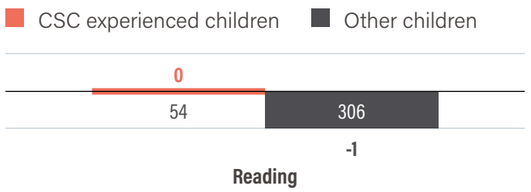
ORIGINAL FINDING

EEF's analysis of GraphoGame Rime involved 362 pupils across 15 schools, and found a negative effect of one month on reading attainment.

NEW FINDING

Our results indicate that GraphoGame Rime had no impact on reading attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £48

SIGNS OF POTENTIAL

HAMPSHIRE HUNDREDS

The Hampshire Hundreds project was a local authority led intervention which brought together lead teachers from Hampshire primary schools. The intervention consisted of support to teachers to enable them to better understand the learning needs of their pupils, and to consider how to improve the quality of their teaching, in particular, their questioning and feedback.

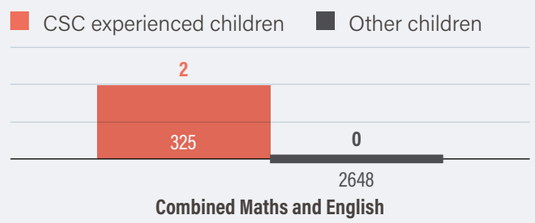
ORIGINAL FINDING

The EEF's evaluation of Hampshire Hundreds involved 2,148 pupils across 24 schools, and found no effect on progress in combined reading and Maths attainment.

NEW FINDING

Our results indicated that Hampshire Hundreds led to an additional two months' progress for CSC experienced children in combined reading and Maths attainment when compared to the control group.

MONTHS' PROGRESS



COST PER SCHOOL

£3,630

IMPROVING NUMERACY AND LITERACY IN KS1

The Improving Numeracy and Literacy project aims consisted of two separate programmes of teacher training and accompanying teaching materials and computer games. The Mathematical Reasoning programme aims to develop children's understanding of the logical principles underlying Maths, while the Literacy programme aims to improve spelling and reading comprehension. Both interventions were designed to last for 10 to 12 weeks with children receiving one hour of instruction per week as one of their normal literacy or numeracy lessons.

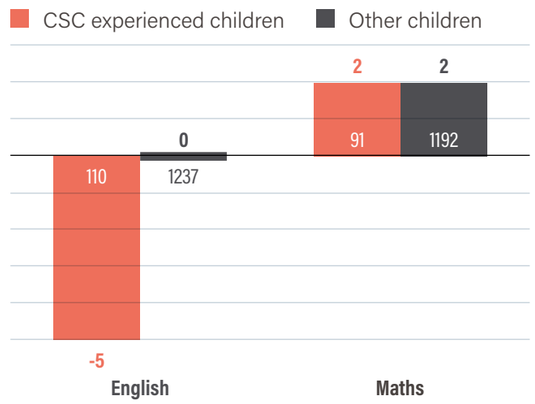
ORIGINAL FINDING

The original evaluation involved around 1,400 pupils across 55 schools, and found an effect on progress in Maths of three months. A negative effect of one month was found in English.

NEW FINDING

Our results found that for CSC experienced children the Improving Numeracy and Literacy programme led to two months of progress in Maths attainment, but a negative impact of five months on English attainment. spelling and grammar attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ £10

INCREASING PUPIL MOTIVATION

Increasing Pupil Motivation was designed to improve attainment at GCSE by providing incentives to increase pupil effort in Year 11. Two incentivisation schemes were implemented. The first provided a financial incentive, where pupils were told they could receive £80 each half term if successful. The second provided an incentive of a trip or event, chosen by pupils at the start of the school term.

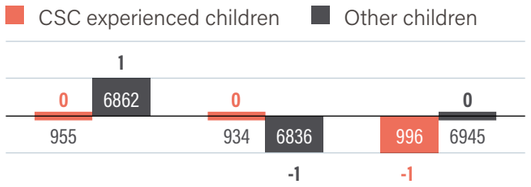
ORIGINAL FINDING

The original analysis of the event incentive involved 7,980 pupils across 45 schools, and found an effect on progress in both English and Maths attainment of one month, and a negative month effect on Science. The analysis of the financial incentive involved 7,730 pupils across 45 schools, and found no effect on English or Maths attainment, and a negative impact of one month on Science attainment.

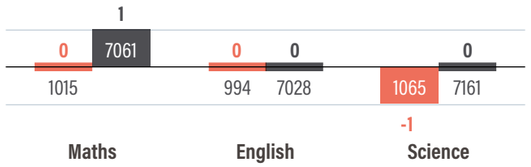
NEW FINDING

Our analysis indicates that both the event and financial incentive treatments of the Increasing Pupil Motivation intervention had no impact on Maths or English attainment for CSC experienced children, and had a negative impact of one month on Science attainment.

MONTHS' PROGRESS - EVENT INCENTIVE



MONTHS' PROGRESS - FINANCIAL INCENTIVE



COST PER CHILD

£ £ £ £ £ **£225**

Event incentive

COST PER CHILD

£ £ £ £ £ **£80**

Financial incentive

IPEELL

The project aimed to use memorable experiences and an approach called 'Self-Regulated Strategy Development' (SRSD) to help struggling writers in Years 6 and 7. SRSD provides a clear structure to help pupils plan, monitor and evaluate their writing. It aims to encourage pupils to take ownership of their work and can be used to teach most genres of writing, including narrative writing. Memorable experiences, such as trips to local landmarks or visits from World War II veterans, were used as a focus for writing lessons. IPEELL stands for Introduction, Point, Explain, Ending, Links, and Language.

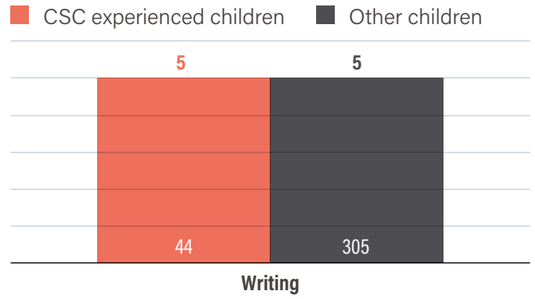
ORIGINAL FINDING

The original analysis of IPEELL involved 261 pupils across 26 schools, and found an effect on progress in writing attainment of nine additional months.

NEW FINDING

Our results found that for CSC experienced children the programme led to five months of progress in writing attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£52**

IPEELL (RE-GRANT)

This 're-grant' project tested a scalable model of the IPEELL intervention under everyday conditions in a large number of schools following evidence of promise in the original trial.

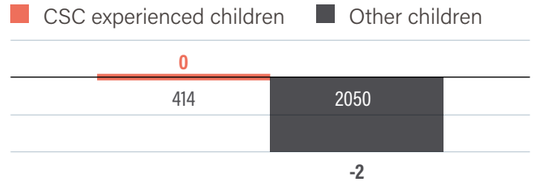
ORIGINAL FINDING

This project tested the impact of one year of IPEELL for children in Year 6 and the impact of the two years of the programme on children who started it in Year 5 and continued in Year 6. The original analysis of one year of the re-grant programme involved 2,465 pupils across 83 schools, and found a negative month effect on progress in writing attainment. Evaluation of two years of the programme involved 2,196 pupils across 78 schools, and found an effect on progress in writing attainment of two months

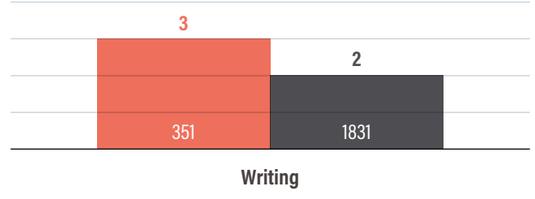
NEW FINDING

Analysis of one year of the IPEELL programme for CSC experienced children found no impact on writing attainment. Evaluation of two years of the programme for this group found an effect on progress in writing attainment of three months.

MONTHS' PROGRESS - ONE YEAR INTERVENTION



MONTHS' PROGRESS - TWO YEARS OF INTERVENTION



COST PER CHILD

£ £ £ £ £ **£36**

LEARNER RESPONSE SYSTEM

The Learner Response System (LRS) intervention involves the use of electronic handheld devices that allow teachers and pupils to provide immediate feedback during lessons. Teachers were trained to use the devices and to instruct pupils on their use. The devices were to be used in at least three lessons a week for between 25 and 32 weeks each year.

The intervention was evaluated for two cohorts: those who used the intervention for one year (cohort A) and those who used it for two years (cohort B).

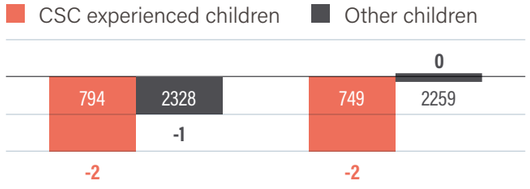
ORIGINAL FINDING

EEF's evaluation of impact on cohort A (around 2,800 pupils) found no impact on English or Maths attainment. Cohort B (around 3,000 pupils) found no impact on English attainment and a negative month effect in Maths attainment.

NEW FINDING

Our analysis of LRS found no impact on English or Maths attainment in CSC experienced children in cohort A, who used the intervention for one year. A negative two months' attainment across both subjects was found in this group for those who used the intervention for two years.

MONTHS' PROGRESS - 1 YEAR OF INTERVENTION



MONTHS' PROGRESS - 2 YEARS OF INTERVENTION

COST PER CHILD

£ £ £ £ £

£77

LET'S THINK SECONDARY SCIENCE

Let's Think Secondary Science (LTSS) aims to develop students' scientific reasoning by teaching them scientific principles such as categorisation, probability, and experimentation. LTSS provides one day of training and three support sessions per year to the Science teachers who would be teaching LTSS. These teachers then delivered the lessons to a cohort of students instead of their usual Science lessons over Year 7 and 8.

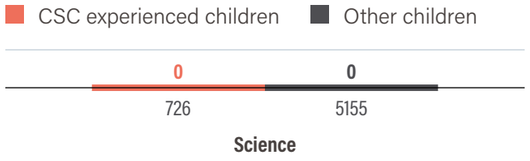
ORIGINAL FINDING

The EEF's analysis of Let's Think Secondary Science involved 5,882 pupils across 47 schools, and found no effect on progress in Science attainment.

NEW FINDING

Our results found that, for CSC experienced children, LTSS had no impact on Science attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£4

LIT PROGRAMME

The Literacy Intervention Toolkit (LIT) programme aims to improve the reading ability of children in Year 7 who scored below Level 4 at the end of primary school using a method known as reciprocal teaching. Reciprocal teaching methods encourage children to 'become the teacher'. They are taught how to apply four comprehension strategies: summarising, clarifying, questioning, and predicting.

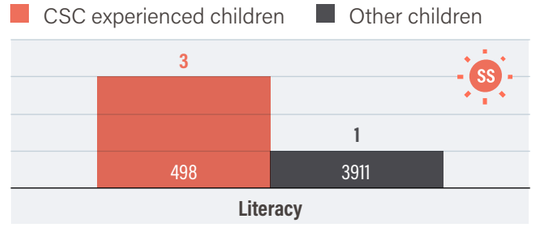
ORIGINAL FINDING

The original analysis of LIT Programme involved 4,413 pupils across 29 schools, and found an effect on progress in literacy attainment of one month.

NEW FINDING

Our results indicate that LIT Programme resulted in three months' progress in literacy attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER SCHOOL

£3000

MATHS COUNTS

Maths Counts aims to support children who struggle with basic Maths skills at Key Stage 2. In this project, Maths Count was delivered in 30-minute sessions three times a week as a one-to-one intervention by teaching assistants. Schools had access to an online tool, which stores information about pupil knowledge, supports the planning of lesson objectives, and suggests activities and resources for each lesson.

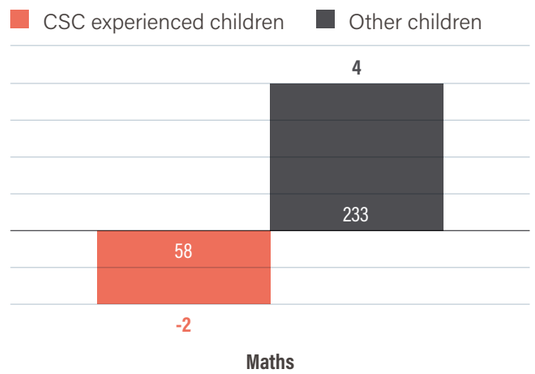
ORIGINAL FINDING

The original analysis of Maths Counts involved 291 pupils across 35 schools, and found an effect on progress in Maths attainment of two months.

NEW FINDING

Our results found that, for CSC experienced children, Maths Counts had a negative two months' impact on Maths attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£128

NUFFIELD EARLY LANGUAGE INTERVENTION

The Nuffield Early Language Intervention is designed to improve the spoken language ability of children during the transition from nursery to primary school. Three sessions per week are delivered to groups of two to four children starting in the final term of nursery and continuing in the first two terms of reception in primary school. Children in primary school also attend an additional two 15-minute individual sessions per week. All sessions focus on listening, narrative and vocabulary skills.

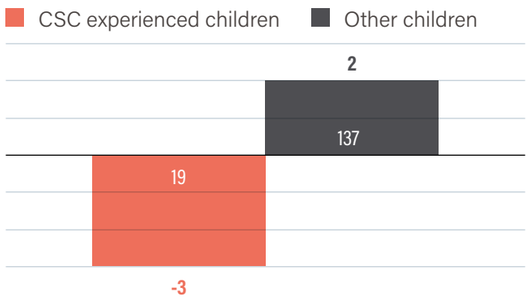
ORIGINAL FINDING

20- and 30-week versions of the intervention were evaluated. EEF's analysis of the 20-week intervention involved 236 pupils across 34 schools, and found an effect on progress in language skill attainment of two months. The 30-week programme involved 229 pupils across 34 schools, and an effect on progress in language skill attainment of four months was found.

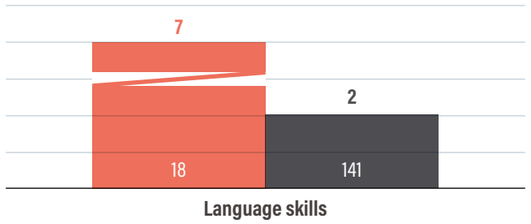
NEW FINDING

Our analysis found an effect of seven additional months' progress in language skill attainment for CSC experienced children assigned to the 20-week intervention compared to the control group, and three negative months' attainment for those in the 30-week intervention. The cause of this counterintuitive result is unclear, but given the small sample size we consider it likely that this is a statistical artefact.

MONTHS' PROGRESS - 30 WEEKS



MONTHS' PROGRESS - 20 WEEKS



COST PER CHILD

£70

PARENT ACADEMY

The Parent Academy was a series of classes for pupils' parents (six classes on English and six on Maths), designed to improve the English and Maths attainment of pupils in Years 3 to 6 in English primary schools, delivered fortnightly by tutors with teaching qualifications and experience of teaching adults. The programme also included an educational family trip. Two versions of the intervention were evaluated: in the first, parents were incentivised to attend with a payment of £30, whereas the second was not incentivised.

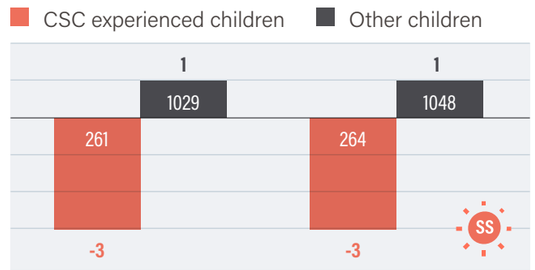
ORIGINAL FINDING

The original analysis of incentivised intervention involved around 1,300 pupils in 16 schools, and no effect was found on either Maths or English attainment. The non-incentivised intervention involved around 1,400 pupils across 16 schools, and found an effect of one month for English attainment, and a negative month effect on progress in Maths attainment.

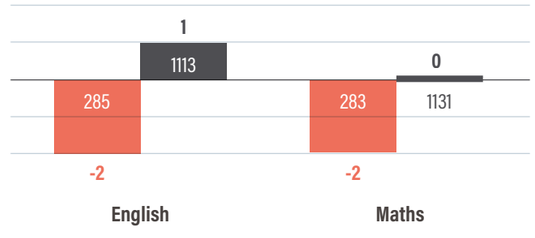
NEW FINDING

Our analysis of the incentivised intervention for CSC experienced children found that it had a negative effect on both Maths and English attainment of three months. The non-incentivised intervention was found to have a negative effect on both Maths and English of two months for this group.

MONTHS' PROGRESS - INCENTIVISED



MONTHS' PROGRESS - NON-INCENTIVISED



COST PER CHILD

£641

Incentivised

£280

Non-incentivised

PEER TUTORING IN SECONDARY SCHOOLS

Paired Reading is a peer tutoring programme in secondary schools which trains teachers to support and encourage the regular tutoring of Year 7 pupils by Year 9 pupils. Pupils work together to follow the Paired Reading steps to choose the material to read, and discuss it, with the older pupil (tutor) supporting the reading, correcting errors and praising the younger pupil (tutee) throughout.

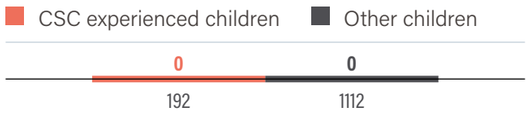
ORIGINAL FINDING

EEF's evaluation of impact on reading attainment for 1,306 Year 7 pupils across 20 schools found no effect on progress. Analysis of the Year 9 group (1269 pupils across 20 schools) found a negative month impact on reading attainment.

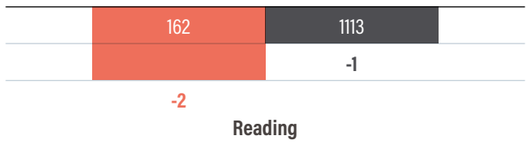
NEW FINDING

Our analysis found that, for CSC experienced children in the Year 7 cohort, the introduction of Peer Tutoring in Secondary Schools did not have any effect on reading attainment. We found a negative two months' impact for this measure on CSC experienced children in Year 9.

MONTHS' PROGRESS - YEAR 7



MONTHS' PROGRESS - YEAR 9



COST PER CHILD

£ £ £ £ £

£11

PHILOSOPHY FOR CHILDREN

Philosophy for Children (P4C) is an approach to teaching in which students participate in group dialogues focused on philosophical issues. Dialogues are prompted by a stimulus (for example, a story or a video) and are based around a concept such as 'truth', 'fairness' or 'bullying'.

ORIGINAL FINDING

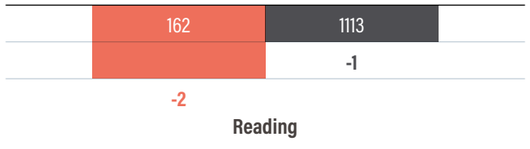
The original evaluation of Philosophy for Children involved 1,529 Year 4 and 5 pupils across 48 schools, and found an effect on progress in both Maths and reading attainment of two months, and no impact on writing attainment.

NEW FINDING

Our results indicated that Philosophy for Children had no impact on reading attainment for CSC experienced children, and one month's effect on Maths attainment.[9]

MONTHS' PROGRESS - YEAR 7

MONTHS' PROGRESS - YEAR 9



COST PER CHILD

£ £ £ £ £

£11

QUEST

Quest is a whole-year group approach to teaching English in Key Stage 3. Key components of the programme include: an emphasis on collaborative (or 'co-operative') learning; a requirement that participating teachers follow a consistent 'cycle of instruction'; and the use of formative assessment in every lesson. Pupil progress is reviewed every eight weeks, with results used as the basis for re-grouping the class. The programme was delivered in 60 minute lessons each of the school year.

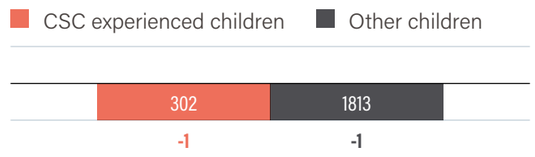
ORIGINAL FINDING

The original analysis of Quest involved 2,083 pupils across 19 schools, and found no effect on progress in reading attainment

NEW FINDING

Our analysis found that for CSC experienced children the Quest intervention had a negative one month's effect on reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£161

RAPID PHONICS

Rapid Phonics is a synthetic phonics intervention. It teaches the relationship of word sounds to their corresponding letter groups in a structured way. Rapid Phonics pupils received one-and-a-half hours of tuition per week in groups of four or fewer. The intervention is delivered across the transition between primary and secondary school to Year 6/7 pupils who had not reached Level 4b in English at the end of Key Stage 2.

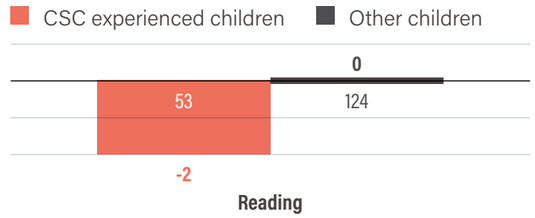
ORIGINAL FINDING

The original evaluation of Rapid Phonics involved 174 pupils across 17 schools, and found a negative month's effect on progress in reading attainment.

NEW FINDING

Our results found that Rapid Phonics led to a negative impact of two months of reading attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£205

REACH

REACH is a targeted reading support programme designed to improve reading accuracy and comprehension in pupils with reading difficulties in Years 7 and 8. It is based on research by the Centre for Reading and Language at York University and is delivered by specially trained teaching assistants. This evaluation tested two REACH interventions, one based directly on the original 'Reading Intervention' and one adapted from it with supplementary material on language comprehension. In both versions, pupils received three one-to-one 35-minute sessions each week for 20 weeks.

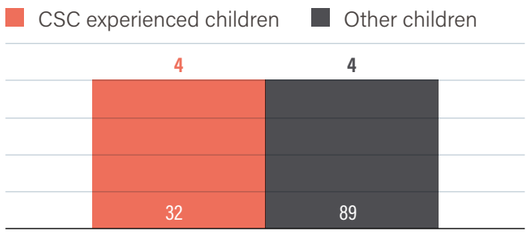
ORIGINAL FINDING

The original analysis of REACH involved 133 pupils across 21 schools, and found an effect on progress in reading attainment of four months, while the extended version of the programme produced an effect of six months.

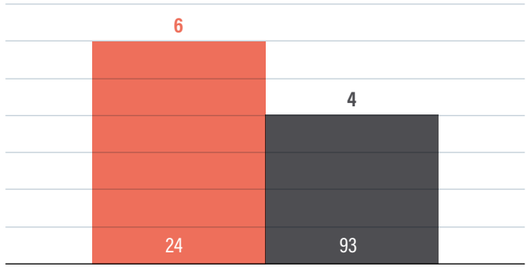
NEW FINDING

Our analysis indicated that for CSC experienced children the REACH intervention similarly resulted in four months' impact on reading attainment, while the programme with supplementary material on language comprehension also resulted in six months of progress.

MONTHS' PROGRESS



MONTHS' PROGRESS - PLUS LANGUAGE COMPREHENSION



COST PER CHILD

£ £ £ £ £ **£486**

Not including staffing / training costs

SIGNS OF POTENTIAL

RESEARCH LEARNING COMMUNITIES

Research Learning Communities (RLC) aims to improve teaching quality and learning outcomes by raising teachers' awareness, understanding, and use of educational research in their teaching practice. Evidence Champions from each school attended RLC workshops in which they discussed research with academic experts and colleagues from other schools. The Evidence Champions were then required to develop, apply and evaluate school strategies using the learning from the workshops and to support other teachers' use of research.

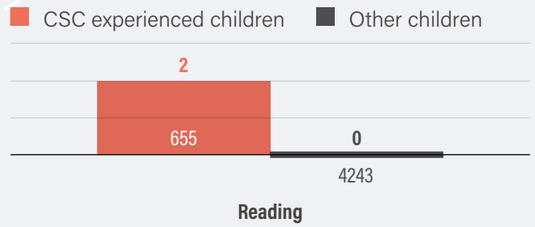
ORIGINAL FINDING

The original evaluation of Research Learning Communities involved 4,966 pupils across 119 schools, and found no effect on progress in reading attainment for pupils in Year 6.

NEW FINDING

Our results found that, for CSC experienced children, the Research Learning Communities intervention led to two months' additional progress in reading attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£3**

RESPONSE TO INTERVENTION

Response to Intervention is a targeted programme that uses a tiered approach to identify the needs of low achieving pupils. The approach begins with whole class teaching (Tier 1), followed by small group tuition (Tier 2) for those who need more attention, and one-to-one tutoring (Tier 3) for those who do not respond to the small group instruction.

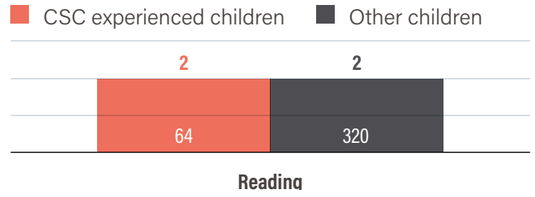
ORIGINAL FINDING

The EEF's analysis of Response to Intervention involved 385 pupils across 49 schools, and found an effect on progress in reading attainment of three months for pupils in Year 6.

NEW FINDING

Our analysis found that for CSC experienced children the introduction of Response to Intervention resulted in two months of progress in reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£177**

RHYTHM FOR READING

Rhythm for Reading is a programme which aims to improve children's reading ability by taking part in rhythm-based exercises such as stamping, clapping and chanting, while reading musical notation. Rhythm for Reading was originally developed as an intervention for primary school pupils. Year 7 pupils who had not reached a secure Level 4 in English at the end of KS2 received weekly ten-minute sessions over a period of ten weeks.

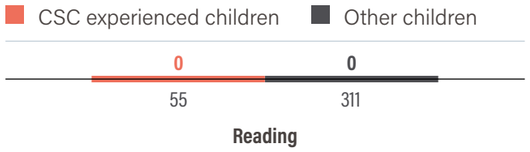
ORIGINAL FINDING

The original analysis of Rhythm for Reading involved 355 pupils across six schools, and found no effect on progress in reading attainment.

NEW FINDING

Our analysis found that Rhythm for Reading did not result in any impact on reading attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£56

SCRATCH MATHS

Scratch Maths is a two-year computing and mathematics curriculum designed for pupils aged nine to eleven years old, supported by teacher professional development (PD). The programme uses Scratch, a free online programming environment, to integrate coding activities into Maths education. Year 5 and 6 teachers or computing teachers received two full days of training in the summer term before using materials the following academic year.

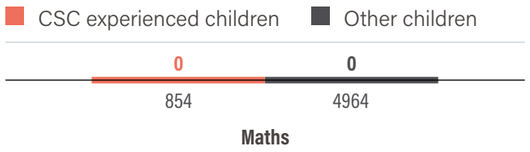
ORIGINAL FINDING

The original evaluation of Scratch Maths involved 5,818 pupils across 110 schools, and found no effect on progress in Maths attainment.

NEW FINDING

Our analysis found that, for CSC experienced children, Scratch Maths did not result in any additional progress on Maths attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£11

SHARED MATHS

Shared Maths is a form of cross-age peer tutoring, developed at Durham University, where older pupils (Year 5 / Year 6) work with younger pupils (Year 3 / Year 4) to discuss and work through Maths problems using a structured approach. The older pupils (the tutors) use strategies such as questioning, thinking out loud, praise, and reviewing strategies to gain a deeper understanding of Maths. Participating pupils spent 20 minutes each week using the approach, for two blocks of 16 weeks over consecutive years.

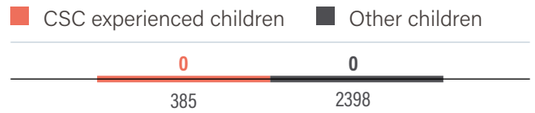
ORIGINAL FINDING

The original analysis of Shared Maths (Year 3) involved 2,786 Year 3 pupils and 2683 Year 5 pupils across 79 schools. Outcomes were measured in Year 4 (tutees) and Year 6 (tutors). No effect on progress in either cohort's Maths attainment was observed.

NEW FINDING

Our analysis found that for CSC experienced children in the Year 3 cohort, Shared Maths resulted in no progress in Maths attainment. A month of progress was observed for these children in the Year 5 cohort.

MONTHS' PROGRESS - YEAR 3



MONTHS' PROGRESS - YEAR 5

COST PER CHILD

£ £ £ £ £

£8

SPOKES

The SPOKES (Supporting Parents on Kids' Education in Schools) programme is a ten-week intervention for parents designed to help struggling readers in Year 1. The programme teaches parents strategies to support their children's reading, such as listening to children read, pausing to let them work out words, and praising them when they concentrate and problem-solve. Parents participated in ten weekly SPOKES sessions over one term.

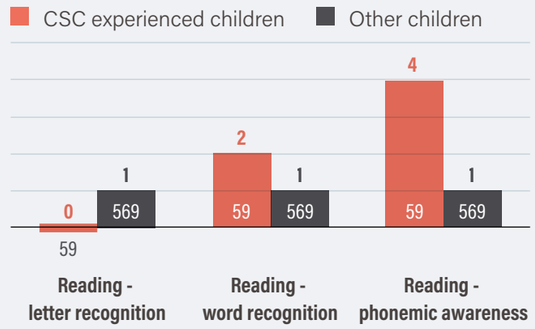
ORIGINAL FINDING

The original evaluation of SPOKES involved around 600 pupils across 66 schools, and found an effect on progress in letter identification, word identification, and phonetic awareness of one month each.

NEW FINDING

Our analysis indicates that SPOKES had no impact on letter identification, two months' impact on word identification and four months' impact on phonetic awareness for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£804

SIGNS OF POTENTIAL

SUCCESS FOR ALL

Success for All (SfA) is a whole-school approach to improving literacy in primary schools. Teachers receive training in areas including group learning strategies, phonics, and assessment, and are provided with structured daily lesson plans and teaching materials. There is also support for school leadership in areas such as data management, ability grouping, and parental engagement. In this trial, the programme was delivered over two academic years on a whole-school basis by teachers and classroom assistants.

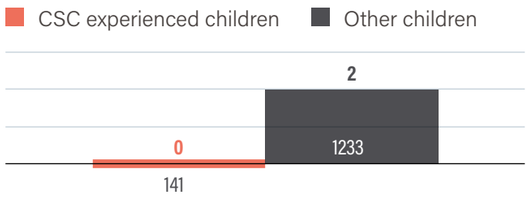
ORIGINAL FINDING

Impact of the intervention was evaluated at both the end of pupils' Reception year ('mid-point') and at the end of Year 1 ('end-point'). The mid-point analysis involved 1,537 pupils from 53 schools, and found no impact on literacy attainment. At end-point (1,332 pupils, 51 schools), there was an impact on literacy attainment of one month.

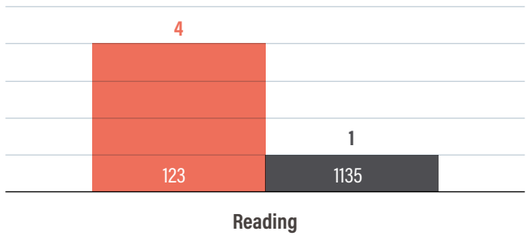
NEW FINDING

Our analysis found that for CSC experienced children had made no additional progress in literacy attainment at the end of Reception year when compared to the control group, and four months' progress at the end of Year 1.

MONTHS' PROGRESS - MID POINT



MONTHS' PROGRESS - END POINT



COST PER CHILD

£ £ £ £ £ **£62**

SUMMER ACTIVE READING PROGRAMME

The Summer Active Reading Programme aims to improve reading skills and particularly comprehension by raising children's engagement in reading at the transition from primary school to secondary school. Participating pupils were gifted four book packs and invited to attend two summer events led by BookTrust staff at their new secondary school.

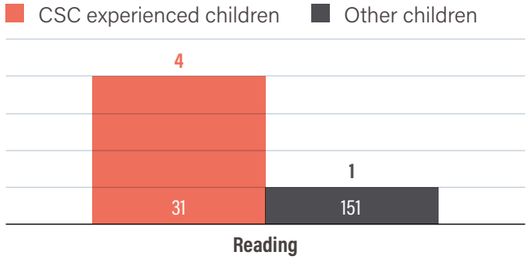
ORIGINAL FINDING

The original analysis of the Summer Active Reading Programme involved 182 pupils across 48 schools, and found an effect on progress in reading attainment of two months.

NEW FINDING

Our analysis found that the introduction of the Summer Active Reading Programme resulted in an additional four months of progress in reading attainment for CSC experienced children, when compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£160**

SWITCH-ON READING

Switch-on Reading is a 10-week intensive, targeted literacy intervention that aims to improve the reading skills of pupils who are struggling with literacy. It is delivered on a one-to-one basis by staff, most commonly teaching assistants (TAs), who have been trained in the approach. The purpose of Switch-on Reading 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.

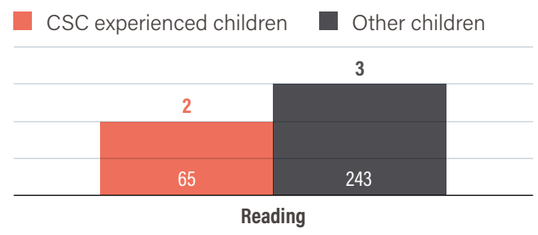
ORIGINAL FINDING

The EEF's analysis of Switch-on Reading involved 308 pupils across 19 schools, and found an effect on progress in reading attainment of three months.

NEW FINDING

Our results indicated that Switch-on Reading led to two months' progress for CSC experienced children in reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£127**

SWITCH ON READING (RE-GRANT)

SIGNS OF POTENTIAL

This 're-grant' project tested a scalable model of Switch-on under everyday conditions in a large number of schools following evidence of promise in the original trial.

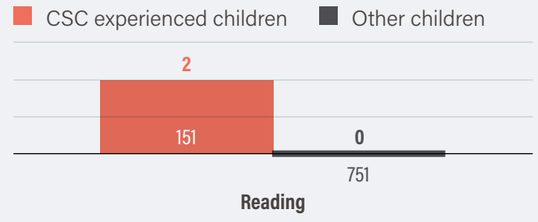
ORIGINAL FINDING

The EEF's original evaluation of the intervention involved 902 pupils across 183 schools, and found no effect on progress in reading attainment.

NEW FINDING

Our analysis of the re-grant trial found that the introduction of the programme resulted in two months of progress in reading attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£184**

TALK FOR LITERACY

This intervention is a combination of two programmes: the Vocabulary Enrichment Intervention Programme (VEIP) and the Narrative Intervention Programme (NIP). The former aims to teach children new words and to encourage the use of these words in speaking and writing. The latter aims to enhance the understanding and expression of narratives to develop speaking and listening skills. Each intervention group had two lessons a week.

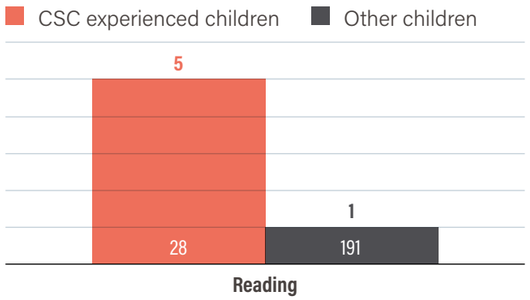
ORIGINAL FINDING

The original analysis of Talk for Literacy involved 213 pupils across three schools, and found an effect on progress in reading attainment of three months.

NEW FINDING

Our results indicate that Talk for Literacy resulted in an additional five months' progress in reading attainment for CSC experienced children, when compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£15

TALK OF THE TOWN

Talk of the Town is a community-led approach to supporting the speech, language and communication (SLC) skills of children and young people living in areas of social disadvantage. It is a whole school approach which focuses on four main strands:

- workforce development for all staff to support children's SLC skills;
- the early identification of children's speech, language and communication needs;
- universal approaches and targeted SLC interventions; and
- Support for senior leaders to embed speech, language and communication as part of whole school development.

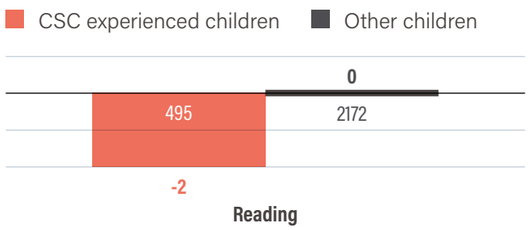
ORIGINAL FINDING

The EEF's analysis of Talk of the Town involved 2,696 pupils across 62 schools, and found no effect on progress in reading attainment.

NEW FINDING

Our results found that for CSC experienced children, Talk of the Town led to a negative impact of two months on reading attainmentgroup.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£51

TEACHER EFFECTIVENESS ENHANCEMENT PROGRAMME

The Teacher Effectiveness Enhancement Programme (TEEP) is a CPD programme that aims to improve teachers' classroom practice. TEEP training is offered as a whole-school approach. All staff in a school received three days of training over a period of two terms - focusing on developing pedagogical knowledge, understanding different phases of learning and effective teacher behaviours.

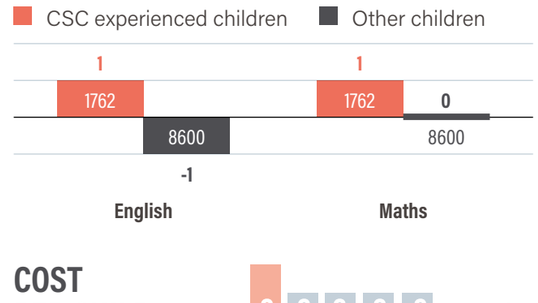
ORIGINAL FINDING

The original analysis of TEEP involved around 10,500 pupils across 45 schools, and found a negative effect on progress in Maths of one month, and no effect on English attainment.

NEW FINDING

Our results found that, for CSC experienced children, TEEP led to an additional month of progress in both English and Maths attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£4

TEACHER OBSERVATION

The Teacher Observation intervention aims to improve teacher effectiveness through structured peer observation. Teachers observe and are observed by their peers a number of times over the course of two years. Researchers trained lead teachers from both Maths and English departments in participating secondary schools, and lead teachers then trained colleagues in their schools. Teachers used the software on a tablet computer to keep a record of classroom observations and to review and collate the data afterwards.

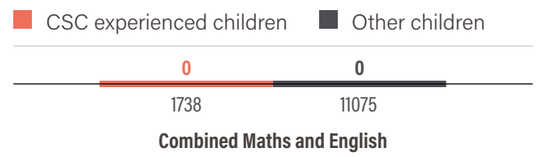
ORIGINAL FINDING

The EEF's analysis of Teacher Observation involved 12,826 pupils across 82 schools, and found no effect on progress in combined English and Maths attainment.

NEW FINDING

Similarly, our analysis of the impact of the intervention on CSC experienced children found no effect on combined English and Maths attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£3

TEXTING PARENTS

This intervention was designed to improve pupil outcomes by engaging parents or guardians in their children's learning. The intervention involved text messages being sent to parents informing them about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school. An average of 30 texts were sent to each parent / guardian over the period of the trial.

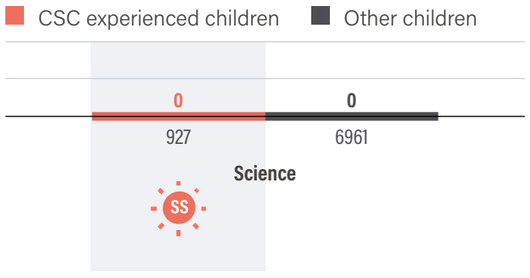
ORIGINAL FINDING

The original EEF evaluation found no effect on progress in English and one month's progress in Maths attainment across around 11,500 pupils, and no impact on Science attainment across around 10,300 pupils.

NEW FINDING

Our results indicated that Texting Parents had a negative two months' impact on English and Science attainment for CSC experienced children, and one month's progress in Maths attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£6

TEXTNOW TRANSITION

The TextNow Transition Programme aims to improve the reading comprehension skills of pupils at the transition from primary to secondary school by encouraging engagement in reading. Participating students received sessions with a volunteer coach each weekday for five weeks at the end of primary school and for a further ten weeks at the start of secondary school. Children were expected to read independently for a further 20 minutes per day, and were rewarded for attendance with credits that could be used to buy books online.

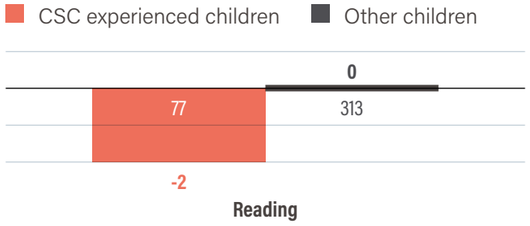
ORIGINAL FINDING

The original analysis of TextNow Transition involved 391 pupils across 53 schools, and found a negative month's effect on progress in reading attainment.

NEW FINDING

Our results found that for CSC experienced children, TextNow led to a negative impact of two months on reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£112

THE GOOD BEHAVIOUR GAME

The Good Behaviour Game (GBG) is a classroom management approach designed to improve student behaviour and build confidence and resilience. The game is played in groups and rewards students for good behaviour. The game uses the following core elements: classroom rules, team membership, monitoring of behaviour, and positive reinforcement.

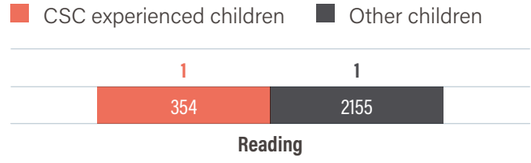
ORIGINAL FINDING

The EEF's analysis of The Good Behaviour Game involved 2,504 pupils across 77 schools, and found no effect on progress in reading attainment.

NEW FINDING

Our results found that The Good Behaviour Game led to an additional month of progress in reading attainment for CSC experienced children, when compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£37

THINKING, DOING, TALKING SCIENCE

Thinking, Doing, Talking Science (TDTS) is a programme that aims to make Science lessons in primary schools more practical, creative and challenging. Teachers are trained to develop and teach challenging lessons that incorporate more practical activities, deeper thinking and discussion, and enquiry-based learning. Two teachers from each participating school received five days of professional development training.

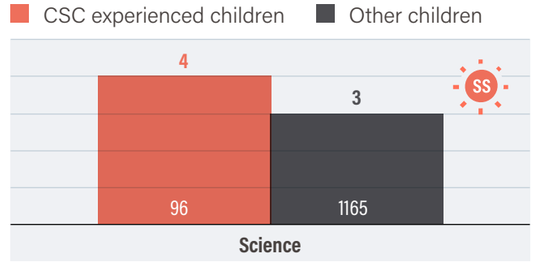
ORIGINAL FINDING

The original evaluation of TDTS involved 1,264 pupils across 42 schools, and found an effect on progress in Science attainment of three months.

NEW FINDING

Our results indicate that TDTS led to four months of progress in Science attainment for CSC experienced children.

MONTHS' PROGRESS - END POINT



COST PER CHILD

£ £ £ £ £

£26

THINKING, DOING, TALKING SCIENCE (RE-GRANT)

This 're-grant' project tested a scalable model of Thinking, Doing, Talking Science (TDTS) under everyday conditions in a large number of schools following evidence of promise in the original trial.

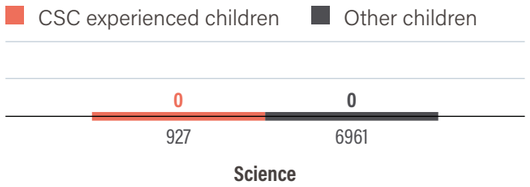
ORIGINAL FINDING

The original analysis of the TDTS re-grant trial involved 8,015 pupils across 200 schools, and found no effect on progress in Science attainment.

NEW FINDING

Our analysis of this re-grant trial indicates that the intervention did not have any impact on the Science attainment of CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£29**

TUTOR TRUST - AFFORDABLE TUTORING (RE-GRANT)

The Tutor Trust provides affordable tuition to primary and secondary schools by recruiting and training university students as paid tutors. This project aimed to improve the Maths attainment of Year 6 pupils (aged 10–11) in disadvantaged schools who were working below age-expected levels. Children received 12 hours of tuition, usually one hour per week for 12 weeks in groups of three, during the school day. This 're-grant' project tested a scalable model of the intervention under everyday conditions in a large number of schools following evidence of promise in the original trials, which we do not re-evaluate as they were not RCTs.

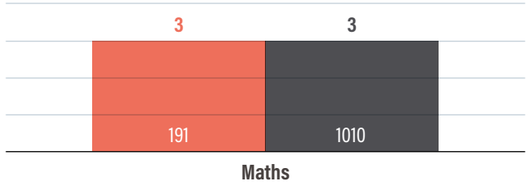
ORIGINAL FINDING

The EEF analysis of Tutor Trust re-grant involved 1,201 pupils across 102 schools, and found an effect on progress in mathematics attainment of three months.

NEW FINDING

Our results found that for CSC experienced children, Tutor Trust led to three months of additional progress in Maths attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£582**

TUTORING WITH ALPHIE

Tutoring with Alphie is a computer-assisted programme that aims to improve the literacy skills of struggling readers. The programme combines elements of collaborative (or 'cooperative') learning, computer-assisted instruction and small group support. Participating pupils are grouped in pairs and follow a series of activities that seek to improve reading comprehension and fluency of expression.

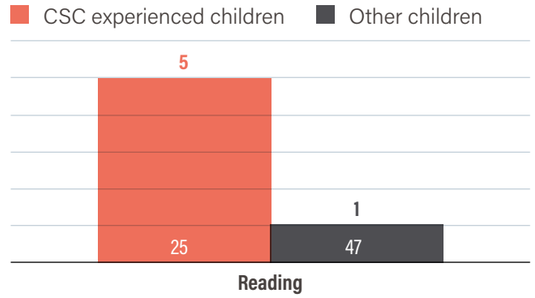
ORIGINAL FINDING

The EEF analysis of Tutoring with Alphie involved 72 pupils across six schools, and found an effect on progress in reading attainment of two months.

NEW FINDING

Our results found that the introduction of Tutoring with Alphie led to five months' progress in reading attainment for CSC experienced children.

MONTHS' PROGRESS - END POINT



COST PER CHILD

£ £ £ £ £ **£112**

UNITS OF SOUND

Units of Sound (UofS) is a computer-based programme designed to help struggling readers with their reading and spelling skills. It is a structured, multisensory programme that covers reading and spelling from simple phonics skills through to adult reading levels. It involves a high level of independent work by the student, with small groups of students supervised by a teacher or teaching assistant. Each 'unit of sound' (or phonic code) is introduced separately, then used in words, and then sentences.

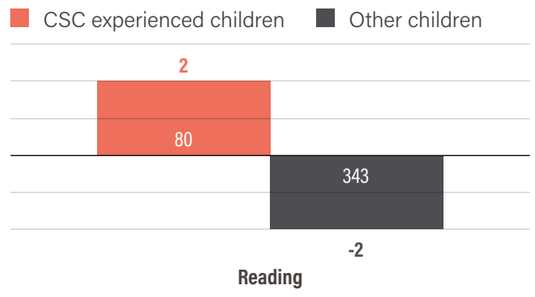
ORIGINAL FINDING

The EEF analysis of Units of Sound involved 427 pupils across 33 schools, and found a negative month's effect on progress in reading attainment.

NEW FINDING

Our results indicate that Units of Sound resulted in two months' progress in reading attainment for CSC experienced children.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £ **£250**

VOCABULARY ENRICHMENT INTERVENTION

SIGNS OF POTENTIAL

The Vocabulary Enrichment Intervention (VEI) aims to improve the reading abilities of pupils in Year 7 with the combination of three existing programmes; a structured scheme that teaches children new words and encourages them to use these words in speaking and writing; a phonics programme; and additional support for Key Stage 3 students who are behind in literacy.

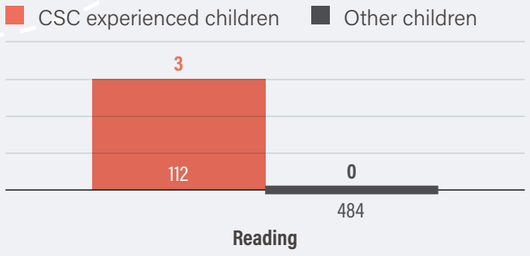
ORIGINAL FINDING

The original analysis of VEI involved 570 pupils across 12 schools, and found an effect on progress in reading attainment of one month.

NEW FINDING

Our results found that, for CSC experienced children, VEI led to three months of progress in reading attainment.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£110

YOUTH UNITED

This intervention involved uniformed youth organisations being established in schools in six areas in the north of England. YUF helped to set up new units of The Scout Association, Fire Cadets, Sea Cadets or St John Ambulance in participating schools. The number, duration, and frequency of sessions varied: most groups met weekly, sessions lasted two hours on average, and the average number of sessions in the academic year was 24. Activities were delivered by trained staff from the uniformed youth organisations and in some cases also involved adult volunteers, including teachers.

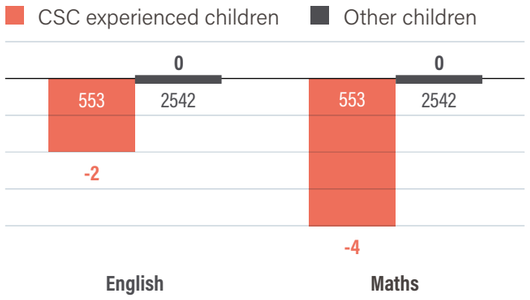
ORIGINAL FINDING

The original evaluation of Youth United involved 3,170 pupils across 71 schools, and found a negative effect on progress in both English and Maths attainment of one month.

NEW FINDING

Our analysis found that, for CSC experienced children, the introduction of Youth United had a negative effect of two months' attainment in English and of four months in Maths.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£180

ZIPPY'S FRIENDS

Zippy's Friends is an intervention designed to improve children's coping skills. Teachers deliver sessions built around stories about a stick insect (Zippy) and his friends, who are young children. The stories involve issues children might encounter, such as: friendship, conflict, change, and difficult feelings. The children discuss the issues raised, and play games and do role-play activities about emotions and coping.

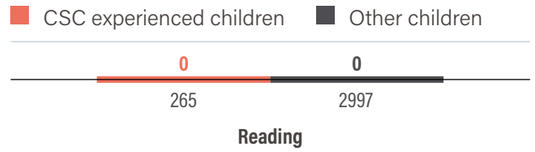
ORIGINAL FINDING

The original analysis of Zippy's Friends involved 3,312 pupils across 82 schools, and found no effect on progress in reading attainment.

NEW FINDING

Our results indicated that the Zippy's Friends intervention led to no additional progress for CSC experienced children in reading attainment compared to the control group.

MONTHS' PROGRESS



COST PER CHILD

£ £ £ £ £

£10

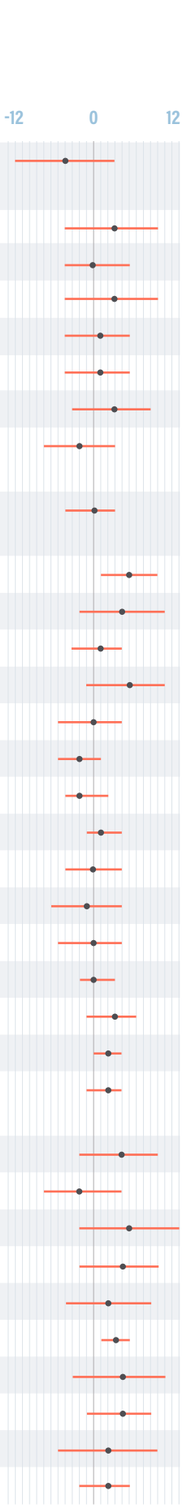
DISCUSSION

We have re-analysed all of the trials where it is possible to do so to determine whether there are bigger or smaller impacts for children who have had a social worker than those who have not.

We find, on average, the effects for this group are approximately the same as the effect sizes on the overall cohort, although slightly smaller. Both groups experience effects of, on average, one month's additional progress. While the differences are modest and not statistically significant, on average effects for young people eligible for free school meals are larger than those for their peers.[10] Given the substantial overlaps between the free school meals and children who have had a social worker cohorts, this is an interesting contrast. This provides weak evidence that the needs of these two groups in education may vary substantively. The full distribution of effect sizes is shown in the figure overleaf.

ESTIMATED ADDITIONAL MONTHS PROGRESS FOR CSC EXPERIENCED CHILDREN

PROJECT NAME	OUTCOME DESCRIPTION	LOWER ENDPOINT FOR MEAN	MEAN	UPPER ENDPOINT FOR MEAN
1stClass@Number	Quantitative Reasoning total score at Post-test	-11	-4	3
Abracadabra (Offline)	PIRA reading score	-4	3	9
Abracadabra (Online)	PIRA reading score	-4	0	5
Accelerated Reader	NGRT reading score	-4	3	9
Act, Sing, Play	PIPS literacy score	-4	1	5
Act, Sing, Play	PIPS maths score	-4	1	5
Affordable Online Maths Tuition	KS2 maths score	-3	3	8
Best Practice in Grouping Students: Best Practice in Setting	PTE13 English raw score	-7	-2	3
Best Practice in Grouping Students: Best Practice in Setting	PTM13 maths raw score	-4	0	3
Butterfly Phonics	NGRT 3b Standardised Age score	1	5	9
Catch-up Literacy	NGRT reading Age Standardised Score	-2	4	10
Catch-up Literacy (re-grant)	HGRT II reading raw score	-3	1	4
Changing Mindsets - Pupil Workshops	PiE English standardised score	-1	5	10
Changing Mindsets - Pupil Workshops	MSiM Maths score	-5	0	4
Changing Mindsets - Teacher Training	PiE English standardised score	-5	-2	1
Changing Mindsets - Teacher Training	MSiM Maths score	-4	-2	2
Chess in Primary Schools	KS2 Maths total score	-1	1	4
Childrens University	KS2 Read gain score	-4	0	4
Childrens University	KS2 Maths gain score	-6	-1	4
Dialogic Teaching	Progress Test in English	-5	0	4
Dialogic Teaching	Progress Test in Maths	-2	0	3
Dialogic Teaching	Progress Test in Science	-1	3	6
Embedding Formative Assessment	Attainment 8 score (standardised)	0	2	4
Families and Schools Together (FAST)	Weighted average of KS1 Reading Paper 1 and KS1 Arithmetics	-1	2	4
Family Skills	CEM Base Literacy Raw Score	-2	4	9
Flipped Learning	KS2 maths point score	-7	-2	4
Fresh Start	NGRT reading gain score	-2	5	12
Future Foundations	KS2 Maths - Standard age score	-4	2	7
Future Foundations	KS2 English - Standard age score	-6	0	6
Good Behaviour Game	HGRT reading raw score	-1	1	3
Graduate Coaching Programme	PiE English Raw Score	-5	2	8
Grammar for Writing	PiE 11 LF writing score	-3	2	6
GraphoGame Rime	NGRT Level 1B reading raw score	-7	0	7
Hampshire Hundreds	InCAS Combined maths and reading	-2	2	5

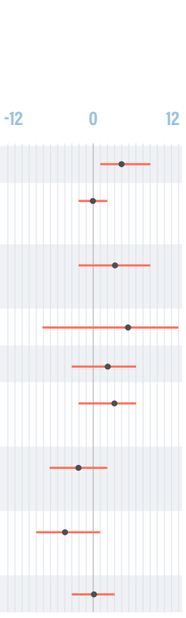


ESTIMATED ADDITIONAL MONTHS PROGRESS FOR CSC EXPERIENCED CHILDREN CONTINUED ...

PROJECT NAME	OUTCOME DESCRIPTION	LOWER ENDPOINT FOR MEAN	MEAN	UPPER ENDPOINT FOR MEAN
IPEELL	PiE 11 - writing score	-1	5	11
IPEELL one year	Writing at the expected standard or higher	-3	0	3
IPEELL two year	NFER Writing test total score	0	3	5
Improving Numeracy and Literacy in KS1 (Year 7)	PiE 7 English raw score	-10	-5	0
Improving Numeracy and Literacy in KS1 (Year 9)	PiM 7 Maths raw score	-2	2	5
Increasing Pupil Motivation (Event Incentive)	GCSE Maths Points	-2	0	3
Increasing Pupil Motivation (Event Incentive)	GCSE English Points	-4	0	4
Increasing Pupil Motivation (Event Incentive)	Highest Science points score across GCSE/equivalents	-4	-1	2
Increasing Pupil Motivation (Financial Incentive)	GCSE Maths Points	-2	0	2
Increasing Pupil Motivation (Financial Incentive)	GCSE English Points	-4	0	4
Increasing Pupil Motivation (Financial Incentive)	Highest Science points score across GCSE/equivalents	-5	-1	3
LIT Programme	ART reading test - Standardised adjusted score	0	3	5
Learner Response System (1yr of intervention)	Total marks achieved in KS2 Maths (sum of Paper A, Paper B and mental arithmetic tests)	-4	-2	1
Learner Response System (1yr of intervention)	Marks achieved in KS2 reading test	-4	-2	1
Learner Response System (2yrs of intervention)	Total marks achieved in KS2 Maths (sum of Paper A, Paper B and mental arithmetic tests)	-2	0	3
Learner Response System (2yrs of intervention)	Marks achieved in KS2 reading test	-2	0	2
Lets Think Secondary Science	Science test score	-2	0	1
Maths Count	CEM InCAS maths standardised score	-8	-2	4
Nuffield Early Language Intervention (30 weeks of intervention)	Combined raw language skill score	-12	-3	8
Nuffield Early Language Intervention (20 weeks of intervention)	Combined raw language skill score	-7	7	12
Parent Academy (incentivised)	InCAS English outcome	-5	-3	0
Parent Academy (incentivised)	InCAS Maths outcome	-5	-3	0
Parent Academy (non-incentivised)	InCAS English outcome	-4	-2	0
Parent Academy (non-incentivised)	InCAS Maths outcome	-4	-2	1
Peer Tutoring in Secondary School (Year 7)	NGRT reading test	-3	0	2
Peer Tutoring in Secondary School (Year 9)	NGRT reading test	-4	-2	1
Philosophy for Children	KS2 Reading Score	-3	0	3
Philosophy for Children	KS2 Maths Score	-2	1	4
Quest	NGRT reading Standard Age Score	-4	-1	3
REACH	NGRT reading Raw Score	-3	4	11
REACH plus language comprehension	NGRT reading Raw Score	-2	6	12
Rapid Phonics	New GP reading 3B SS	-8	-2	4
Research Learning Communities	Standardised KS2 reading score	-1	2	4
Response to Intervention	NGRT overall reading scale	-5	2	9
Rhythm for Reading	NGRT overall reading score	-5	0	5
SPOKES	Reading - letter identification test	-6	0	5
SPOKES	Reading - word identification test	-4	2	8
SPOKES	Reading - phonetic awareness test	-3	4	10
ScratchMaths	KS2 maths raw test score	-2	0	3
Shared Maths (Year 3)	InCAS Maths raw score	-2	0	2
Shared Maths (Year 5)	InCAS Maths raw score	-2	1	4
Success for All - end-point	WRMT III reading - at the end of year 1 (end point)	-1	4	7
Success for All - mid-point	WRMT III reading - at the end of Reception Year (mid point)	-4	0	5
Summer Active Reading Programme	NGRT reading Standard Age Score	-5	4	11
Switch-on Reading	NGRT reading Standard Age Score	-4	2	7
Switch-on Reading (re-grant)	NGRT reading Score	-2	2	6
Talk for Literacy	NGRT reading Overall Raw Score	-3	5	12
Talk of the Town	NGRT reading - Standardised assessment score	-5	-2	2
Teacher Effectiveness Enhancement Programme	GCSE English point score	-1	1	3
Teacher Effectiveness Enhancement Programme	GCSE Maths point score	-1	1	3
Teacher Observation	English and maths combined score	-1	0	2
TextNow Transition Programme	NGRT reading Standard Age Score	-6	-2	3
Texting Parents	Post test English for KS3 and KS4 combined as a z-score	-4	-2	0
Texting Parents	Post test maths for KS3 and KS4 combined as a z-score	-1	1	3
Texting Parents	Post test science for KS3 and KS4 combined as a z-score	-4	-2	1

ESTIMATED ADDITIONAL MONTHS PROGRESS FOR CSC EXPERIENCED CHILDREN CONTINUED ...

PROJECT NAME	OUTCOME DESCRIPTION	LOWER ENDPOINT FOR MEAN	MEAN	UPPER ENDPOINT FOR MEAN
Thinking, Doing, Talking Science	Bespoke post-test Score	1	4	8
Thinking, Doing, Talking Science (re-grant)	Science Assessment Total score	-2	0	2
Tutor Trust - Affordable Tutoring (re-grant)	KS2 mathematics score	-2	3	8
Tutoring with Alphie	NGRT Reading Standard Age Score	-7	5	12
Units of Sound	Overall Reading Scale	-3	2	6
Vocabulary Enrichment Intervention Programme	NGRT reading Overall Raw Score	-2	3	6
Youth Social Action Trials: Youth United	KS3 English point score	-6	-2	2
Youth Social Action Trials: Youth United	KS3 Maths point score	-8	-4	1
Zippy's Friends	HGRT reading raw score	-3	0	3



THERE IS SOME CAUSE FOR POSITIVITY IN THESE FINDINGS, AS THE AVERAGE POSITIVE EFFECT FOR CHILDREN WHO HAVE HAD A SOCIAL WORKER IS 50% LARGER THAN FOR CHILDREN NOT IN THIS GROUP

INTERVENTIONS SHOWING SIGNS OF POTENTIAL

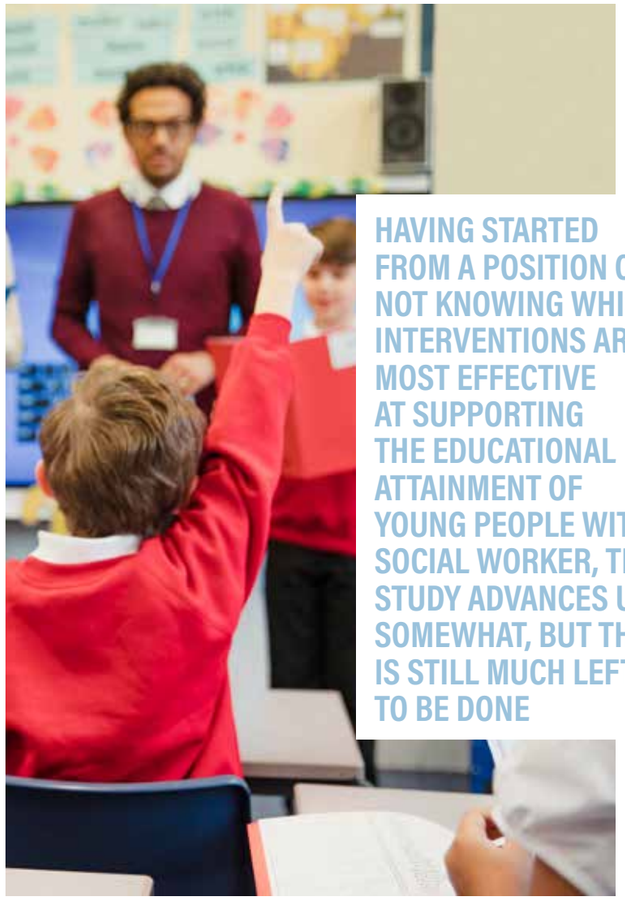
	LEVEL OF DELIVERY	YEARGROUP involved in trial	COST TO SCHOOLS per participant per year (based on EEF reports)	EFFECT SIZE (CSC experienced children)	MONTHS' PROGRESS (CSC experienced children)	NUMBER OF CSC EXPERIENCED CHILDREN
Affordable Maths Tuition	Targeted	6	£378	0.21	3	110
Catch Up Literacy	Targeted	6/7	£30	0.32	4	68
Catch Up Literacy (re-grant)[11]	Targeted	4/5	£53	0.06	1	240
Embedding Formative Assessment	Whole school	10	£5	0.16	2	3508
Families and Schools Together	Year Group, could be targeted	1	£48	0.13	2	496
Family Skills	Year group, could be targeted	R	£143	0.3	4	34
Hampshire Hundreds	Targeted	5/6	£182[12]	0.13	2	325
Research Learning Communities	Whole school (research leads in schools)	5/6	£3	0.14	2	655
SPOKES[13]	Targeted	1	£804	0.14	2	59
Switch on Reading (re-grant)	Targeted	3	£184	0.15	2	151
Vocabulary Enrichment Intervention	Targeted	7	£110	0.19	4	112

We have conducted 90 analyses (and obtained 98 comparable results, including the eight trials with two treatment arms), covering all primary outcomes from the trials we consider. Overall, 62 results show positive effects overall for children who have had a social worker, and 36 show negative effects. Effects are about evenly split between larger effects for children who have had a social worker compared to their peers (50 results), and smaller effects for that cohort (48 results).

There is some cause for positivity in these findings, as the average positive effect for children who have had a social worker is 50% larger than for children not in this group. Further research is needed to determine if this is genuine, or an artefact of smaller sample sizes for this group.

Among the positive findings, we have identified ten which we class as showing 'Signs of Potential' based on several criteria; the evidence strength of the original study, the sample of our subgroup is at least 30 people evenly distributed across treatment and control groups and a consistently larger effect for young people who have had a social worker than for their peers. Due to our small sample sizes, we advise caution in the interpretation of findings indicating a negative impact of interventions on the group who have had a social worker. Although the strength of the evidence of effects on children who have had a social worker is not high overall, due to the low numbers of children who have had a social worker in the original trials, we have attempted to find those studies where there is the most cause for positivity, and hence where we think that future research efforts would bear the most fruit. These are also the areas where, in the absence of more evidence, we would currently bet on interventions leading to improvements. The ten interventions are summarised in the table above.

As can be seen from the table, the six of the projects are those that can be, or routinely are, targeted at individual students or at small groups within a school, making it plausible that virtual schools, local authorities or school leaders could provide these interventions for children and young people who can benefit from them.



HAVING STARTED FROM A POSITION OF NOT KNOWING WHICH INTERVENTIONS ARE MOST EFFECTIVE AT SUPPORTING THE EDUCATIONAL ATTAINMENT OF YOUNG PEOPLE WITH A SOCIAL WORKER, THIS STUDY ADVANCES US SOMEWHAT, BUT THERE IS STILL MUCH LEFT TO BE DONE

Of the remainder, two interventions, Family Skills and Family and Schools Together (FAST) are delivered to year groups, but could be targeted more closely with modifications of the interventions, and two, Embedding Formative Assessment and Research Learning Communities, are whole school interventions and hence could be more challenging to target. However, our findings suggest that these whole school approaches might be particularly attractive for schools where a high proportion of the young people who have had a social worker.

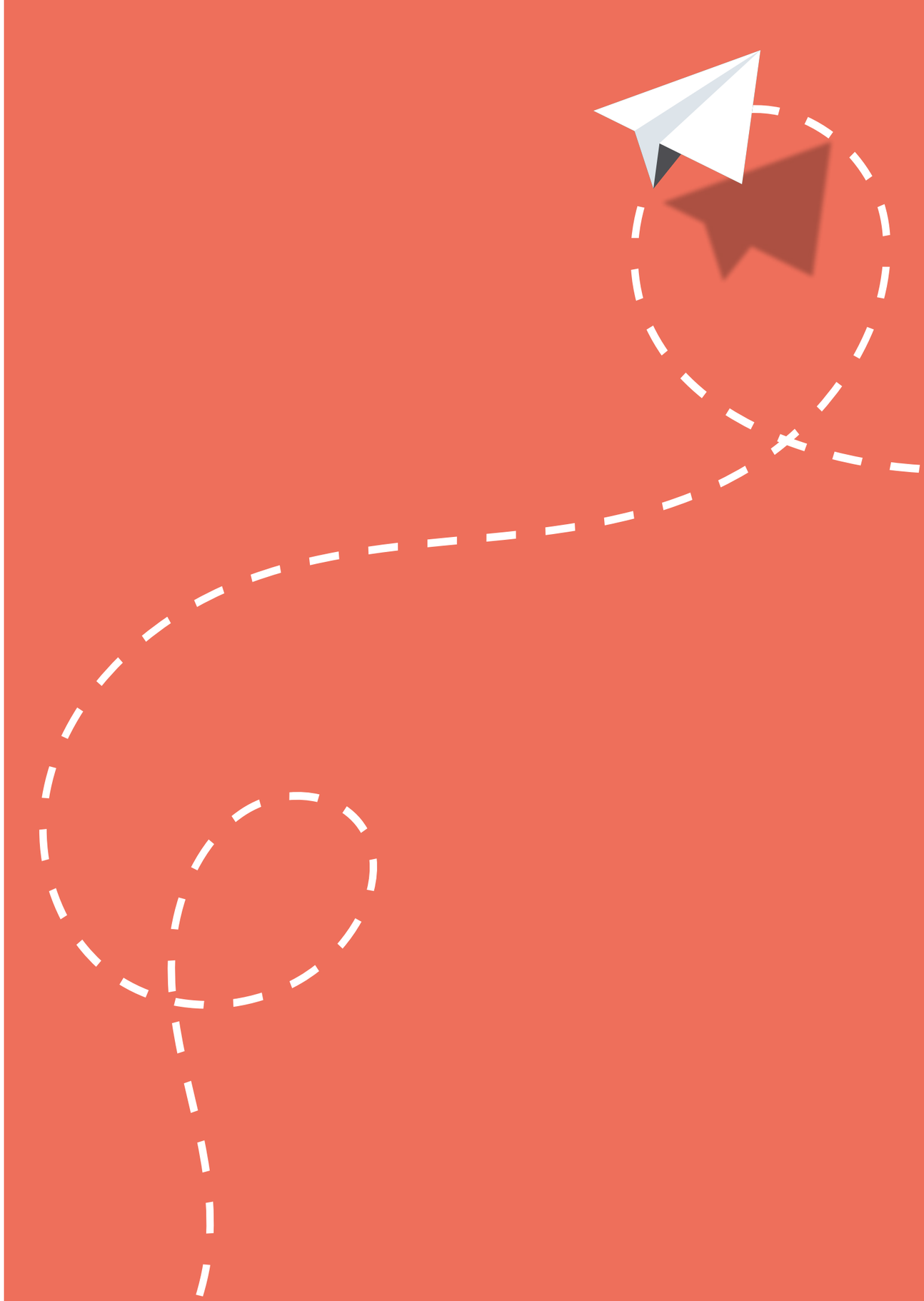
Although the evidence is only indicative, it is striking that three of the studies that we identify as showing Signs of Potential – SPOKES, Family Skills and FAST – aim to help parents and guardians to be a part of young people's education, and to improve links between the school and those parents or guardians. This suggests directions for future research and reinforces the idea that education must be about more than just what happens in school and during the school day.

The findings from this research should be treated with caution. Although we have taken care to conduct our analysis rigorously and in line with the spirit of the EEF guidance, and published our analysis protocol in advance of conducting any analysis, we did so knowing the final published results of each trial, and so our analytical choices cannot claim to be truly free of bias. In addition, the sample size within our cohort of interest is small in most of the studies, and so the level of statistical confidence in any one finding is low.

Given these caveats, perhaps the most important role for this project is in directing future research. Having started from a position of not knowing which interventions are most effective at supporting the educational attainment of young people with a social worker, this study advances us somewhat, but there is still much left to be done. Our analysis has, as it was intended to, identified several hints of what kinds of intervention might be most effective. However, it is more rigorous testing – and in some cases modification of those interventions to be tailored for young people with a social worker more precisely, followed by rigorous testing – which is needed.

END NOTES

1. Department for Education, (December 2018). Children in Need of help and protection: a preliminary longitudinal analysis. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762795/Children_in_Need_of_help_and_protection-Preliminary_longitudinal_analysi....pdf.
2. Department for Education (July 2018). Outcomes for pupils eligible for free school meals and identified with special educational needs https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730977/FSM_and_SEND_outcomes-statistics.pdf
3. Blanden, J., Gregg, P., Macmillan, L. (2007). Accounting for Intergenerational Income Persistence: Noncognitive Skills, Ability and Education http://ftp.iza.org/dp2554.pdf
4. Department for Education (December 2018). Help, protection, education: concluding the Children in Need review https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf
5. This work was produced using statistical data from ONS. The use of the ONS statistical data in this work does not imply the endorsement of the ONS in relation to the interpretation or analysis of the statistical data.
6. Definitions of each of these groups can be found on page 8
7. Full details of effect sizes expressed in standard deviations can be found in our technical report.
8. EEF's months of additional progress measure: https://educationendowmentfoundation.org.uk/help/projects/the-eefs-months-progress-measure/
9. We do not report the impact on writing attainment for CSC experienced children due to a substantial discrepancy between ours and EEF's reported main effect for this outcome.
10. Sanders, M., Ni Chonaire, A., Mitchell, C. (2020), Effect Sizes in Education Trials in England https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3532325
11. The Catch Up Literacy (re-grant) trial is included based on the cumulative strength of evidence based on this and its original trial, which is also included.
12. Based on EEF's estimate of £3630 per school and assuming 20 eligible pupils per school
13. Effect size averaged from the three outcome measures for this trial



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