The EEFfective Kent Project

Kent County Council in partnership with the Education Endowment Foundation
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The EEFective Kent Project is a partnership between Kent County Council (KCC) and the Education Endowment Foundation (EEF). The project has created a new joint funding pot of £600,000 to boost improvements in education. The project aims to bring evidence-based programmes to Kent to support the attainment of pupils across the county and is formed of three strands:

- Strand 1: Promising Projects in Schools
- Strand 2: Evidence-based training for schools
- Strand 3: Developing Research Champions

This prospectus focuses on the first of these strands. Taking part in this strand does not preclude schools from taking part in other parts of the project.

A three year project with three strands, funded by KCC and the EEF

1. **STRAND ONE**: Promising Projects in schools

   **Activity**: match funded, evidence-based programmes from the EEF’s ‘Promising Projects’.

2. **STRAND TWO**: Evidence-based training for schools

   **Activity**: evidence-based training based on the EEF guidance reports, delivered by the EEF’s Research School Network.

3. **STRAND THREE**: Developing Research Champions

   **Activity**: building Kent’s capacity for evidence-informed school improvement and professional development.

How will Strand 1 funding work?

The joint fund is open to all publicly funded schools in Kent. Schools are invited to bid for matched funding for the main costs of introducing programmes and interventions that have been independently evaluated by the EEF with promising results, the EEF’s ‘promising projects’.

Schools are able to choose from a list of thirteen programmes, selecting the programme that best meets their needs. This prospectus outlines those options and provides links to further information.

There will be three funding rounds in total. The first took place in January 2020. The second was originally scheduled to be open in April 2020 but will be rescheduled due to the lockdown. The third and final round is scheduled for April 2021.

This prospectus outlines each Promising Project. For more information, we have created a ‘virtual roadshow’ where you can access a video for each project: https://sway.office.com/zFGn157t8M1hTQ9R

To hear the latest information on funding rounds, join the mailing list by emailing: EEFectiveKentProject@kent.gov.uk or check www.kelsi.org.uk/effective-kent-project.

Schools will be expected to work in partnership with other Kent schools as part of the project. If you are a small school, for some projects there are cost-reduction options related to sharing costs (see individual project pages). There is space on the form to indicate where you wish to pursue these cost-saving options.
Fund overview

What can I apply for?

- Funding is available for 50% of the cost of a Promising Project – your school must fund the remaining 50% from your own budgets, sponsorship or fundraising.
- If your teachers need to attend external training, you can claim a contribution towards the cost of providing staffing cover at a flat rate of £100 per day or £50 for a half day. Funding is not available for TA cover as this is expected to be managed internally. Additionally, for any staff members attending external training, a contribution towards travel costs can be applied for, at a flat rate of £15 per training session (whether a full day or half day).
- Funding is available for the initial training, allowing your school to deliver the programme for the first year (or longer where specified if the initial training takes place over more than one year). Some of the programmes have ongoing costs associated with running the programmes beyond a year, which are not covered as part of this funding opportunity.
- Your school will receive funding for one programme if successful. On the application form, you will be asked to indicate a second, alternative choice, should your first choice of programme not be available e.g. due to oversubscription. You are welcome to implement the other interventions independently from the fund and should arrange this with the programme providers.

How do I apply?

- You can apply online – just complete the form during the application window on: www.kelsi.org.uk/effective-kent-project. Application dates are being adjusted due to the lockdown – to ensure you don’t miss them, join the mailing list by emailing EEFectiveKentProject@kent.gov.uk
- You will need to answer some questions about why you have selected those programmes, and how you will ensure they are implemented effectively.
- Each school needs to apply individually. If you are part of a multi academy trust or federation, please submit separate applications for each school that wishes to participate.
- The projects have different available start dates. You will be able to select when you would like your programme to begin.
- Funding is limited to an absolute total, so schools are advised to submit applications in the earliest round possible in order to secure a place, even if they would like project activity to happen in the academic year 2021/22.
- You will either attend an EEF session on implementation or be asked to complete the online course on their website: https://educationendowmentfoundation.org.uk/tools/schools-guide-to-implementation-online-course/

Who do I ask if I have other questions?

- If you have questions about specific Promising Projects in this prospectus, please contact the providers directly.
- If you have questions about the process, information about the partnership and the joint fund is available at www.kelsi.org.uk/effective-kent-project or email EEFectiveKentProject@kent.gov.uk

What happens after applying?

- We will inform you of the outcome of your application within two weeks of the application deadline.
- The providers will then contact you to finalise training arrangements.
- You will be required to attend the training places co-funded by the EEFecti
- ve Kent Project. If you do not attend your booked places, funding will be retracted.
## Strand 1: programme overview

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<th>Could begin (depending on demand)…</th>
<th>Subject</th>
<th>Type</th>
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<td>At any time&lt;br&gt;Feb 2020 - Sep 2021</td>
<td>Cross Curricular</td>
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<td>Year 1 (adaptable for reception)</td>
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<td>Year 5 to Year 9</td>
<td>Sep 2020, Nov 2020&lt;br&gt;Jan 2021, Mar 2021&lt;br&gt;Jun 2021, Sep 2021</td>
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<td>Stop and Think: Learning Counterintuitive Concepts</td>
<td>Year 3 and Year 5</td>
<td>Any time from Sept 2020 except&lt;br&gt;last 10 weeks of summer term</td>
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<td>KS2&lt;br&gt;Special (contact project team)</td>
<td>Sep 2020, Nov 2020&lt;br&gt;Sep 2021</td>
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<td>Year 3</td>
<td>Sep 2020&lt;br&gt;Jan 2021</td>
<td>Maths</td>
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How to use the information in this guide

Each page of this prospectus covers a different evidence-based programme, including information about the programme’s key characteristics, practical details on costs and training, and a summary of the existing evidence from the EEF. We recommend that you review this information considering your own school’s context, needs and budgets. Questions you might want to consider include:

- What outcomes are we focusing on improving this year?
- Which pupils do we know are underperforming? What support do they need?
- How strong is the evidence?
- What capacity do we have to deliver and implement the programme effectively?
- How much teacher or TA time is needed to deliver this programme effectively?

More information about the programmes is available from the providers’ websites and the EEF’s Promising Project page as well as at the virtual roadshow https://sway.office.com/zFGn157t8M1hTQ9R (more details at www.kelsi.org.uk/effective-kent-project).

Costs

Cost represents the total cost of the programme, often expressed as a variable price depending on the numbers of staff or pupils involved. You should decide how you want to implement the programme and apply for 50% of the total cost. Schools can also claim some funding for cover and travel, up to £100 per teacher and £15 per training session. The appendix contains tables to help you to calculate the cost to your school of each intervention.

Understanding the evidence

Efficacy trials:

… aim to see whether a programme can work under ideal conditions, with the developer often directly involved in training and delivery.

… take place in a small number of schools (usually <100).

Effectiveness trials:

… aim to test a ‘real-world’ version of the programme, using a delivery model that could be replicated widely to other schools.

… take place at scale in a large number of schools (typically 100 or more), in two or more geographical regions.

The EEF’s ‘padlock ratings’

All EEF evaluation reports are given a rating from 0 to 5 ‘padlocks’ (with 5 being the highest) to help schools understand how much weight to place on the robustness of the findings. This rating system is published on the Evaluation section of the EEF website. All programmes included here have gained at least 3 padlocks, meaning we are confident of the result. They do not show how replicable that result is.

You may wish to consider finding the project you are interested in on the EEF’s Promising Projects webpage (https://educationendowmentfoundation.org.uk/tools/promising/). Reading the web summary and the executive summary of the evaluation report could aid your understanding of how likely the project would be to work in your school or setting.

Type of programmes

Funding is available for a mix of:

Whole class programmes. These are approaches aimed at maximising the teaching and learning of all pupils in the classroom. They typically focus on developing effective teaching strategies (pedagogy).

Targeted interventions. These interventions are aimed at students who are at risk of not reaching their potential. They typically provide focused, additional support, delivered by teachers or teaching assistants.

Additional months’ progress

The number box shows the average additional months’ progress made by pupils in the EEF trial who were involved in this project compared to a comparison group.
The table below outlines possible start dates for the projects, dependent on demand. There are 3 rounds of funding, each with two roadshow events to hear from the Promising Project delivery teams, but you can apply in the first round for activity to start later. We would encourage you to apply early as the funding is limited.

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Note: The table indicates possible start dates for the projects, dependent on demand and funding availability.
Overview of programme

1stClass@Number is delivered by a trained classroom assistant or teacher to a small group of pupils who have moderate difficulties in mathematics. It aims to help them to make faster progress and catch up with their peers. It comes ready-made with detailed session guidance and extensive resources.

The lessons focus on number and calculation, developing children’s mathematical understanding, communication and reasoning skills. The sessions are lively and active, engaging children in real life contexts that are both stimulating and fun and are designed to build confidence.

What is involved in implementing the programme?

A specially trained teaching assistant delivers up to 30 half-hour sessions to a group of up to four children, for 10 - 15 weeks. The children continue to take part in their normal class mathematics lessons.

The professional development includes:

- 6 half days for teaching assistants covering mathematical subject knowledge and pedagogy
- 2 half days for a school Link Teacher on supporting, managing and evaluating 1stClass@Number
- A school visit by the Trainer.

The teaching assistant starts working with their group of pupils straight after the first training day.

Schools also receive a support package including online guidance, downloadable resources, access to an online data system with analysis of children’s progress, remote support and accreditation opportunities.

Evidence:

The EEF evaluated 1stClass@Number using a randomised controlled trial in 2016/17. 133 schools each nominated four children in Year 2 to participate in the project. The schools were then randomly assigned either to receive the intervention or to continue with their normal teaching in Year 2 and receive the opportunity to implement another ECC intervention with a different year group. The evaluation found that pupils who received 1stclass@number made, on average, two additional months’ progress in an independent maths test in quantitative reasoning (focused on number knowledge and mathematical problem solving). This result has a high security rating.

Who is this for?

1stClass@Number is for pupils (mainly in Y2) who need additional support around the level of the Y1 curriculum, specifically on number knowledge and mathematical problem solving. The TA and Link Teacher should have experience with supporting children’s mathematics. The Link Teacher is normally a member of senior staff but a school could nominate a teacher for this role and a link SLT member to support.

Cost and resources

The cost of the resources, training for one TA is £1,340 per school. An additional, second TA could be trained for £570 (£285 to your school). Kent schools will contribute 50% of this cost (£670) and KCC and EEF will contribute the remaining 50%. Two small schools could train one TA across the schools.

Additional information

Telephone: 01695 657133
Email: ecc@edgehill.ac.uk
Website: www.everychildcounts.edgehill.ac.uk
Twitter: twitter.com/@ecc_EHU
Overview of programme

This programme teaches maths using apps on tablet computers to pupils aged 4-7 years who are at risk of low attainment in maths. Pupils work through two apps (designed for age-related expectations of 3-5 year-olds and 4-6 year-olds) developed by the not-for-profit organisation onebillion. The apps teach core topics in the national curriculum through a “virtual teacher” and pupils progress through topics independently at their own pace.

What is involved in implementing the programme?

TAs monitor a group of up to ten pupils per cohort to complete the maths intervention. The TAs can offer pedagogical support but their primary role is ensuring that the pupils remain focused on the task and can use the app. Pupils work with the apps for 30 minutes a day, for 4 days each week, over a 12-week period, in addition to normal maths teaching.

TAs complete an online training module. There is a manual and accompanying videos to support TAs with implementation, plus specialist technical support accessible through the online module.

Evidence:

The EEF ran an efficacy randomised controlled trial of onebillion in 2018/19, in 113 primary schools. 1,124 pupils in Year 1 were randomised to receive 12 weeks of support through the app (supervised by a onebillion-trained TA) or be in the control group. Onebillion pupils improved their maths outcomes by three months compared with the control group. This result has a very high security rating.

The EEF plans to fund a further effectiveness trial following pilot work reporting in March 2020. This pilot work will establish whether TA support is equally effective when 100% online.

Who is this for?

This programme is targeted to support pupils aged 4-7 years who are at risk of low attainment in maths. The apps are available in a range of different languages so could be purchased in the home language of particular children.

Additional information

For more information, contact Professor Nicola Pitchford (Programme Lead), nicola.pitchford@nottingham.ac.uk or Marc Faulder (Technical Specialist), marc.faulder@live.co.uk

Website: www.nottingham.ac.uk/psychology/research/onebillion.aspx

Cost and resources (See cost tables page 21)

There is a flat one-off fee of £50 per school for training and support. Additionally, the licence fee is £76.97 per licence for both apps combined. Kent schools will contribute 50% of this cost (£25 plus £38.49 per licence) and KCC and EEF will contribute the remaining 50% for up to 12 licences per school. Each licence is added onto one iPad and many pupils can use the same iPad with separate log-ins. A typical school might buy 10 licences to run group(s) of 10 children. A smaller school could buy fewer licences and run smaller groups.

The TA should allow 3 hours for training and 5 minutes preparation time per session.

There may be hardware costs depending on the school’s existing resources: schools will need iPads with iOS 9.3 or later. They will need protective cases for the iPads and headphones.
Children’s University
Kent Children’s University @ The Education People

Overview of programme
Children’s University™ (CU) aims to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and other sites of learning (including tourist destinations), family learning experiences and ‘social action’ opportunities such as volunteering in the community.

CU students use Passports To Learning to record their CU-validated learning activities. Children are encouraged to progress through the national certification scheme, based on the number of hours of attendance throughout their involvement, and graduate at one of three Kent Universities.

What is involved in implementing the programme?
Each school nominates a co-ordinator who attends a briefing/training/planning session. This training is supported with resources to take back into school, including a Kent newsletter with validated activities where children can earn credits across the county, eLearning materials for staff and dedicated support throughout the year as necessary.

The co-ordinator spends around 1 hour per week organising activities and supporting teachers to run after-school clubs.

Classroom teachers usually support after-school clubs. In most cases, schools have clubs running anyway, so this is not necessarily additional time. Teachers should also allow 1-2 hours per term of class time for children to log their activities.

Evidence:
The EEF and Department for Education co-funded a randomised controlled trial of Children’s University in 2014-17, with 2,603 pupils in 68 primary schools. Pupils in Years 5 and 6 volunteered to take part in activities. Children’s University pupils improved their KS2 reading and maths outcomes by two months compared with the control group. The finding for maths has moderate security, and the finding for reading has low to moderate security. Children in CU schools also made gains in teamwork and social responsibility and were more likely than those in the control group to select professional occupations as their future aspiration, and to report higher levels of communication, empathy, self-confidence, resilience, and happiness, after the intervention.

Who is this for?
This programme makes the most difference for children in areas of deprivation but all are welcome to the programme. Staff with a passion, drive and time for developing high quality learning outside the classroom opportunities are best suited to the co-ordinator role. Children’s University co-ordinators can be class teachers, Family Liaison Officers or TAs.

Cost and resources (See cost tables page 22)
A lead-in time of a school term is ideal prior to delivery.

There is a £300 yearly membership fee and resources cost £5 per pupil participating in the scheme (ad hoc charge). Kent schools will contribute 50% of this cost (£150 plus £2.50 per pupil for up to 100 pupils) and KCC and EEF will contribute the remaining 50%. Fee includes all pupil resources such as paper and online passports, awards and graduation ceremonies.

Additional information
For more information, contact kcu@theeducationpeople.org, phone 03000 417232 or visit our website: www.kentchildrensuniversity.co.uk
What is involved in implementing the programme?

Teachers will meet in groups of 10-14 with TLC meetings calendared approximately every 4 weeks, 9 meetings per year. Meetings last a minimum of 75 minutes and are facilitated by a TLC leader. TLC leaders would be selected from the staff and not expected to be formative assessment experts.

The resource provides all resources and agendas for the programme including films of classroom practice, as well as interviews with students and teachers.

The programme focuses on teachers being given choice, flexibility, small steps, accountability and support to effect long-term change in teacher practice. Teachers complete action plans at the end of each meeting and will require the opportunity to be regularly observed by their peers to get feedback on their practice.

The school EFA lead will be supported by an EFA mentor who will provide tailored support, training and coaching around the effective implementation to ensure the school strategically maximises the impact of the programme and it becomes a sustainable feature of the school. This support will include:

- An initial day’s training is provided in-school for school leaders and teachers leading the TLC meetings
- Regular email/telephone contact with mentor with key reflection and planning points
- Two face to face visits at the end of year one and two to review the programme and plan the next steps in implementation
- A wide breadth of supporting resources, exemplars and case studies which can be used to support and challenge teachers and school leaders.

Evidence:

The EEF funded an effectiveness randomised controlled trial of Embedding Formative Assessment in 2015-18, with 25,000 pupils in 140 secondary schools. Year 11 pupils in the Embedding Formative Assessment group improved their Attainment 8 outcomes by two months compared with the control group. This is a very high security result.

EEF is now supporting SSAT to scale this programme further nationally, but the discounted rate applies only to Kent.

Cost and resources (See cost tables page 22)

Two year support programme and resource £5,299. Kent schools will contribute 50% of this cost (£2,649.50) and KCC and EEF will contribute the remaining 50%.

Cover for school leaders and TLC leaders for initial day’s training is usually managed internally through reserved CPD time, however the fund will contribute £100 per day towards up to two days of cover for one staff member if costs are incurred.

Schools may also wish to invest in some resources for formative assessment strategies.

Some photocopying is required for the meetings.

Who is this for?

Embedding Formative Assessment is suitable for all teachers giving them choice, flexibility and support to improve their formative assessment practices in their context.

Additional information

This programme can be started in schools at any point in the year. For more information, see www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment

Or contact: SSAT EFA Team  EFA@ssatuk.co.uk
Overview of programme

The Mathematical Reasoning programme develops children’s understanding of some logical principles underlying mathematics. It lasts for 12 weeks, with children receiving one hour of instruction per week. The programme was developed by Professors Terezinha Nunes and Peter Bryant at the University of Oxford, who will deliver training with the support of some colleagues.

What is involved in implementing the programme?

Year 2 teachers are trained for one day before implementing the programme and a second day after approximately four weeks. At the start of the lesson, the teacher uses PowerPoints for whole class teaching. In the second part of the lesson, the class is divided in two groups: one group works with the teacher (for pre-teaching or extension activities) while the other group plays online games under the supervision of a TA. The groups alternate between weeks in this work. During the second half of the lesson, a TA is needed to support the differentiated elements of the work. After delivery is complete, a third training session is used for reflection and sharing across schools.

It is recommended that one other member of staff attends (e.g. a teacher of another Year 2 class, the maths coordinator, the SENCO) so ideas can be shared.

To play the games, each child (half the class) needs a computer with access to the internet; iPads and tablets do not work as well in displaying the games.

Evidence:

In an EEF efficacy trial, Year 2 pupils receiving Mathematical Reasoning made an additional three months’ progress in maths compared to other pupils in comparison schools. This result has a very high security rating.

The EEF co-funded a further effectiveness trial with the Worshipful Company of Actuaries, which tested the impact of Mathematical Reasoning when delivered on a larger scale with less involvement from the original developers at Oxford University. This trial had a smaller impact of 1 month’s additional progress. The model in the EEFective Kent Project aligns to the original efficacy trial.

Cost and resources (See cost tables page 22)

Cost for the first year: £1,915.50 per school (reduced to £1397 per school if the cohort is 15 schools). Kent schools will contribute 50% of this cost (£957.75) and KCC and EEF will contribute the remaining 50%.

Ongoing annual costs (no training): £355 per school (£318 if cohort is 15 schools).

Costs cover training for two staff, two teacher handbooks, 30 pupil booklets, and access to the website for 30 children. 10-15 schools can be included in the training. The group of schools will identify one school to offer a venue in order to reduce costs (refreshments will be funded). Schools wishing to deliver the programme to more than 30 pupils will require additional pupil materials at £5 per pupil.

Who is this for?

Year 2 pupils (at all levels of attainment).

Contact details: Prof Terezinha Nunes, by email: terezinha.nunes@education.ox.ac.uk
Website: https://ndcs.education.ox.ac.uk/maths/
The Nuffield Early Language Intervention (NELI) is a 20-week programme to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants. The programme targets vocabulary, narrative skills, active listening and phonological awareness.

What is involved in implementing the programme?

The trained TA delivers:

- Three 30-minute group sessions per week for 20 weeks. Clear lesson plans and all necessary picture resources are provided.
- Two 15-minute individual sessions per week for each child.
- All sessions focus on listening, narrative and vocabulary skills.
- Work on phonological awareness is introduced in the final ten weeks.

The TA training involves a two-day course followed by a webinar four weeks into the programme to answer queries and a half-day workshop after 10 weeks to review progress and prepare for the implementation of rest of NELI.

TAs can be licenced to deliver NELI to other groups of children. Licenced TAs have access to support and additional resources currently hosted on the Elklan website.

The reception teacher attends the first morning of the two-day course so that they are aware of the programme and can support the TA.

Evidence:

The EEF ran an efficacy randomised controlled trial of NELI in 2012-14, in 34 primary schools. 350 pupils in nursery and reception were randomised: those in the intervention group in reception classes received a 20-week intervention. Reception pupils participating in the 20-week intervention made an additional 2 months’ progress compared to a control group. These results have high security and after 6 months, follow-up analysis showed the effects on pupil language outcomes grew.

EEF is funding a further trial of this intervention, which reports in Spring 2020.

Cost and resources (See cost tables page 22)

Training and resources cost £726. Kent schools will contribute 50% of this cost (£363) and KCC and EEF will contribute the remaining 50% for a maximum of two TAs. You may purchase training for additional TAs at a rate of £726 for one TA or £1,089 for a pair of TAs. The TA needs to attend two and a half days of training and the reception teacher attends the first morning (see table for KCC/EEF contribution).

The TA needs preparation time of a minimum of 20 minutes a day. TAs will spend 30 minutes with the group of children three times a week and 15 minutes with each individual child twice a week.

Who is this for?

NELI is delivered by trained TAs. The TA should work in the reception classroom with the children in the NELI group.

NELI is suitable for children with delayed spoken language skills. A wide range of children have responded well to the programme including children with EAL, attention and listening problems and those with Developmental Language Disorder.

Additional information

Training would run from October so delivery could start in November or January.

Please contact Henrietta McLachlan, Director of Elklan Training Ltd henrietta@elklan.co.uk and please cc in Jo Powis: jo@elklan.co.uk and Alex Hall: alexelklan@gmail.com
Overview of programme

Philosophy for Children (P4C) is an approach to teaching and learning in which teachers support children to engage in a dialogue, or enquiry, about a question that has significance for them. These regular dialogues are prompted by a stimulus (e.g., a story, news report or film clip) and are each based around a concept such as truth, fairness or bullying. P4C supports the development of critical thinking and of social and communication skills. SAPERE P4C places particular emphasis on asking more and better questions, listening well, and developing the language to disagree agreeably. Children learn to become active listeners, give and weigh evidence, build an argument, challenge viewpoints, engage in reasoned discussion, and change their thinking.

The teacher, as facilitator, supports the children in their thinking, reasoning and questioning, as well as the way in which they speak to and listen to each other. After the enquiry, children and teachers reflect together on the quality of thinking, reasoning and participation, and how these could improve in future enquiries.

What is involved in implementing the programme?

The programme requires two days of training by a SAPERE-accredited trainer, delivered as one inset day and two twilights, or two inset days. Teachers will be trained to Level 1 of SAPERE’s programme. Training days can be spaced apart by up to one term.

The programme also includes three in-school support days, tailored to the school’s requirements.

After the initial inset, teachers can begin to timetable regular P4C sessions, as introduced on the training.

Who is this for?

Schools can use P4C from Reception to KS4. All teachers who will be using P4C should attend training (up to 22 teachers per training day).

Evidence:

The EEF ran an effectiveness randomised controlled trial of P4C in January 2013. 48 primary schools were randomised to receive training and support from SAPERE in delivering P4C in Years 4 and 5 or to continue their usual practice. The older pupils’ Key Stage 2 results were analysed for impact on attainment. The Year 5 pupils in the schools allocated to P4C made approximately 2 months’ additional progress in their Year 6 Key Stage 2 tests, compared with the control group. This was a moderately secure result, with low attrition.

Cost and resources (See cost tables page 23)

The cost for the first year is £4,775, using the model tested in the previous EEF trial (equivalent to year 1 of SAPERE’s Going for Gold programme). Kent schools will contribute 50% of this cost (£2,387.50) and KCC and EEF will contribute the remaining 50%.

Two small schools can train a maximum 22 teachers together for £2,800 each (£1,400 to be paid by each school after KCC and EEF contribution).

Funding covers one year of training and support. If schools choose to continue receiving support beyond the first year, the cost for each subsequent year will be in the region of £3,700.

Additional information

For more information, visit http://www.sapere.org.uk. Contact: susanholding@sapere.org.uk
Reading and Understanding in Key Stage 1 (‘Abracadabra’)  
Nottingham Trent University

Overview of programme
Reading and Understanding in Key Stage 1 (RUKS) is a programme composed of phonics, fluency and comprehension activities based around a series of age-appropriate texts, which can be completed online or on paper. Children complete a 20-week structured programme of phonics, fluency and comprehension activities in small groups based on ‘what works’ principles drawn from research. RUKS uses the ‘Abracadabra (ABRA)’ activities and is called Abracadabra on the Promising Projects list.

What is involved in implementing the programme?
The staff responsible for running the small groups (ideally TAs but could be other staff) attend a day’s training on the programme and activities, plus a half day follow up about a week later. Children are placed into small groups (ideally 3-4 pupils), and complete 15 minutes of activities 4 times a week. There is an option to receive the programme either as interactive computer-based activities (using the ABRACADABRA toolkit), or as more traditional non computer-based activities.

Evidence:
The EEF and Nominet Trust funded a randomised controlled trial of RUKS in 2013-15, in 60 primary schools. 1884 pupils in Year 1 were randomised to receive 20 weeks of support from a RUKS trained TA or be in the control group. RUKS pupils improved their literacy outcomes by three months compared with the control group. This result has moderate-to-high security. Pupils eligible for free school meals appeared to make even more progress, improving their outcomes by five months compared to the control group, but this group of pupils was smaller so the result is less secure. An impact on attainment was still observable 1 year later in Key Stage 1 test results.

EEF is funding a further, bigger trial, which will report its results in summer 2020.

Cost and resources (See cost tables page 23)
Training and support cost: £270 per person. Kent schools will contribute 50% of this cost (£135 per trainee plus £7.50 for computer-based or £37.50 per paper-based manual) and KCC and EEF will contribute the remaining 50% for up to 3 TAs. The group of schools will identify one school to offer a venue in order to reduce costs (refreshments will be funded).

Who is this for?
This is suitable for Year 1 children (and could possibly be extended to reception children) whose understanding of phonics would benefit from consolidation and extending into strategies for improving comprehension and fluency practice.

Additional information
For more information, contact Dr Janet Vousden janet.vousden@ntu.ac.uk or Prof Clare Wood clare.wood@ntu.ac.uk

Year 1
Whole class or Targeted
Sep, Oct, Nov 2020
Sep, Oct, Nov 2021
Literacy

Evidence:

Cost and resources (See cost tables page 23)
Training and support cost: £270 per person. Kent schools will contribute 50% of this cost (£135 per trainee plus £7.50 for computer-based or £37.50 per paper-based manual) and KCC and EEF will contribute the remaining 50% for up to 3 TAs. The group of schools will identify one school to offer a venue in order to reduce costs (refreshments will be funded).

Additional information
For more information, contact Dr Janet Vousden janet.vousden@ntu.ac.uk or Prof Clare Wood clare.wood@ntu.ac.uk
Reciprocal Reading

Overview of programme
Reciprocal Reading is a discussion-based, structured approach to the teaching of reading comprehension. It aims to develop children’s understanding of a text and teach them important strategies for making sense of what they read. These strategies – predicting, clarifying, questioning and summarising – are used repeatedly on small sections of the text, to deal with any comprehension difficulties as they emerge. Through the repeated use of the strategies, readers become more confident in dealing with misunderstandings. Many children start applying the strategies to their own independent reading.

As a targeted intervention, reciprocal reading is often used to address the reading difficulties of children who can decode a text but struggle to understand it, although there is the potential to use it with other groups.

What is involved in implementing the programme?
A trained teacher or TA teaches two 20–30 minute sessions a week for 12–16 weeks to a group of 4–8 children (in addition to normal reading/English lessons).

A lead teacher for the project and identified teachers/TAs attend 2 training days - one to introduce the approach and a second 3 months later. 2 half day training visits from FFT Literacy staff support developing practice. Book sets can be re-used, but if you are running more than one group simultaneously, you will need additional sets at £245 per set.

Who is this for?
Year 5–9 pupils who decode accurately but find it difficult to understand a text or take only very literal meanings from the text. The programme should be led by an experienced member of staff who can oversee the work of the teachers or TAs and act as an ambassador for the programme.

Evidence:
The EEF funded an efficacy trial involving 98 schools and 5,222 pupils. This tested a whole-class approach in Year 4 and a targeted approach for students struggling with reading comprehension in Years 5 and 6.

The independent evaluation found that children in the targeted intervention made an average of +2 months’ more progress than a control group in reading comprehension and overall reading. The evaluation found no evidence that pupils in the whole-class intervention improved compared to pupils in the control group. These results are rated as moderate-to-high security.

Reciprocal Reading has also been run with secondary schools with similar outcomes shown through independent evaluation.

Cost and resources (See cost tables page 23)
Training and support for 2 TAs and a lead teacher: £1,740. Kent schools will contribute 50% of this cost (£870) and KCC and EEF will contribute the remaining 50%. This includes training for a teacher and 2 TAs from each school, 3 manuals, 27 texts (9 copies of 3 texts) and 2 half day visits.

Schools will also need to find 2 days’ cover for each teacher/TA attending training, 2 half days’ supply cover for lead teacher to meet with FFT Literacy staff and ½ day per week planning for each TA (see tables for KCC/EEF contribution). A small school may wish to send just one TA and lead teacher on the training – savings to training and manual would reduce costs by £140.

A bigger school could train 4 TAs and a lead teacher for £2,085 (£1,042.50 paid by the school, the remainder by KCC and EEF).

Additional information
ataylor@fft.org.uk
www.literacy.fischertrust.org
Stop & Think: Learning Counterintuitive Concepts

Birkbeck College, University of London

Overview of programme
Many mathematical and scientific concepts can seem counterintuitive due to misleading perceptual cues and naive theories children build from their personal experiences of the world. For example, children are taught that the world is round, yet the horizon looks flat. Similarly, children are taught that 5 is larger than 1, yet -5 is smaller than -1. Stop & Think is a computer-based learning activity designed to help children stop and think before tackling problems in maths and science. It aims to improve a learner’s ability to take on counterintuitive concepts by training them to inhibit their initial response and, instead, give a slower and more reflective answer to maths and science questions. An engaging virtual ‘game show’ format is used.

What is involved in implementing the programme?
Stop & Think consists of 30 computerised sessions delivered to the whole class by the class teacher (or TA) for a maximum of 15 minutes, three times a week, for 10 weeks at the start of maths or science lessons. The programme can be run over any 10 week period that is convenient for the schools subject to availability of a training officer. We do not recommend running the programme in the final 10 weeks of the school year.

Sessions require little, if any, preparation from the teacher. Teacher training involves a 30-60 minute school visit, in which teachers will be given a demonstration of how to run the software with their class and answer any questions. Schools will be provided with a detailed digital and paper handbook and contact details should they require any further information.

Evidence:
The EEF and The Wellcome Trust co-funded a trial of ‘Stop and Think’ in the academic year 2017-18, which was evaluated by a team at the National Foundation for Educational Research (NFER). Our trial involved 89 primary schools and 6,672 pupils. The independent evaluation found ‘Stop and Think’ had positive impacts on both science (+ 2 months) and maths (+ 1 month) outcomes.

Cost and resources (See cost tables page 23)
This project costs £691 per school for up to 2 hours on-site training, up to 4 30-minute support phone calls as needed, paper and electronic version of handbook and software. Kent schools will contribute 50% of this cost (£345.50) and KCC and EEF will contribute the remaining 50%. The teachers will need 60-90 minutes to attend initial training, read handbook, and install software on class computer. No preparation time for intervention sessions. The class must have projection facilities (e.g., interactive whiteboard or projector) and a computer running Windows 7 or more recent operating system, or Mac OSX 10.12 or more recent operating system.

Who is this for?
Stop & Think is suitable for Year 3 and Year 5 mainstream primary school pupils.

Additional information
Telephone: 0207 631 6518
Email: unlocke@psychology.bbk.ac.uk
Website: www.unlocke.org
Switch-on Reading is an intensive 10 week reading intervention, delivered one-to-one by TAs or teachers to improve reading outcomes for vulnerable or underachieving primary and secondary pupils.

The aim of Switch-on Reading is for children and young people to be able to participate more fully in the classroom by becoming more confident and active, independent readers.

What is involved in implementing the programme?

TAs implementing the intervention plus a teacher acting as the Intervention Coordinator (ideally a Middle Leader) attend an initial day of training followed by a one-and-a-half-hour follow-up visit three to four weeks later. A final day of external training addresses issues raised as TAs begin to implement the intervention.

TAs deliver Switch-on to at least two pupils daily. This involves 20 minute one-to-one sessions, using finely-graded books, plus a further 10 minutes for reflection and planning time.

All trained staff receive a Switch-on resources folder and have access to the Switch-on website for further materials and video examples. Switch-on book packs are age appropriate (packs for Primary, Secondary and Special schools are available).

Evidence:

The EEF ran an efficacy randomised controlled trial of Switch-on Reading, one element of the full Switch-on literacy programme, in 2013. In this trial, 308 pupils in Year 7 in 19 schools randomised to either receive 10 weeks of one-to-one support from TAs trained by Switch-on's developers or be in the control group. The pupils were those who had not achieved a Level 4 in their Key Stage 2 results. The pupils who were provided with a Switch-on Reading intervention made 3 months' additional progress in a standardised reading test. This was a moderately secure result, with low attrition.

The EEF further tested the full Switch-on programme (Reading and Writing) in an effectiveness randomised controlled trial for struggling Year 3 pupils in 184 schools, where schools have been trained by trainers who are not the original developers. This programme did not have an impact on learners' literacy compared to pupils in comparison classes. The programme being offered fits the efficacy trial model: it is delivered by the original developers and focuses solely on Switch-on Reading.

Cost and resources

The cost is £1,090 per TA, for the training, visit, resource file and access to the Switch-on website. Additionally, £650 for a set of 125 Switch-on finely-graded books. One set is suitable for two TAs teaching two students at any one time and can be reused.

Kent schools will contribute 50% of this cost (£545 per TA, £325 per book set) and KCC and EEF will contribute the remaining 50% for a maximum of 2 TAs.

Who is this for?

Year 3 upwards. The intervention is suitable for pupils in Primary, Secondary and Special schools who are working well below age-related expectations in reading. Switch-on recommend training at least two TAs and an Intervention Coordinator.

Additional information

Contact Paula Burrell at Paula.burrell38@gmail.com or 0777 1345 930, or visit: www.switch-onliteracy.co.uk
Thinking, Doing, Talking Science

Overview of programme
Thinking, Doing, Talking Science (TDTS) is a training programme for primary teachers that focuses on developing creative and challenging science lessons that encourage pupils to use higher order thinking skills. TDTS teachers enable their pupils to think and talk about scientific concepts through dedicated discussion times, they provide them with a wide range of opportunities for investigations and problem solving and they focus pupils’ recording so there is always time for practical science.

What is involved in implementing the programme?
Four days of training spread out over one academic year. Teachers integrate TDTS principles into their science classroom practice – the strategies and activity ideas provided do not require additional expense or excessive planning.

Teachers complete a ‘gap task’ between each day of the course, but these can be carried out as part of normal science teaching.

Evidence:
The EEF ran an efficacy randomised controlled trial of TDTS in 2013-14, in 42 primary schools. Pupils in the schools whose teachers received TDTS training made approximately 3 months’ additional progress in an independent science assessment. This is a moderately secure result. In addition, the approach had a positive impact on pupils’ attitudes to science, science lessons, and practical work.

EEF funded a further effectiveness randomised controlled trial in 205 schools, with an adjusted, scalable programme. In this version, pupils did not make more progress in science than those in comparison classes, although there was some evidence that pupils eligible for free school meals performed better in TDTS classes. In the efficacy version of TDTS, the original delivery team trained trainers rather than delivering the training themselves, which meant the trainers were delivering the programme for the first time, unlike in the first trial. The training was also reduced and delivered later in the year (with less time to ‘bed in’).

The model for this project will be in line with the first, efficacy, trial, with the original developers delivering the intervention and providing training earlier in the year.

Who is this for?
All KS2 teachers, ideally including the Science Coordinator. The programme has not been specially adapted to special school contexts but if you are in a special school setting you are encouraged to contact the project team to establish if the project would work for you.

Additional information
For more information visit: https://tdts.org.uk/ or email tdts@scienceoxford.com

Cost and resources
£800 per teacher for the training course. A minimum of 2 teachers per school is recommended. Four days of teachers’ time will be required for the training, with some additional planning time required for implementation (but not significantly more than would be required anyway). Kent schools will contribute 50% of this cost (£400 per teacher) and KCC and EEF will contribute the remaining 50%. See cost page for KCC/EEF cover contribution.
Overview of programme

The Working Memory Plus Arithmetic (WM+A) programme develops children’s working memory and their understanding of relations between numbers. It lasts for 10 weeks, with children receiving one hour of instruction per week. The programme was developed by Professors Terezinha Nunes and Peter Bryant at the University of Oxford, who will deliver in Kent with the support of some colleagues.

What is involved in implementing the programme?

The programme was designed to be delivered by specially trained TAs. TAs (or a teacher, usually SENCO) are trained for one day before starting to implement the WM element of the programme and a second day, after approximately four weeks, before starting to implement the Arithmetic element. The intervention is delivered to two pupils in a quiet place outside the classroom. The TA teacher works with one pupil for half the session while the other pupil plays the intervention games; the pupils swap activities for the second half. At the end of the programme, TAs/teachers attend a third training session for reflection and sharing between schools.

It is recommended that one other, senior member of staff attends training (e.g. the Year 3 teacher, the maths coordinator, the SENCO).

As both elements are delivered through a computer, the TA will need two computers with internet access for each session (iPads and tablets do not work as well in displaying the games). For each pair of pupils, 10 hours are needed for the delivery.

Evidence:

The EEF funded an efficacy trial where 1,475 pupils from 127 schools were randomised to do Working Memory, Working Memory Plus Arithmetic or their usual classroom practice (control group). Both the WM and WM+A groups made the equivalent of an additional 3 months’ progress in maths compared to the control group. Positive effects were also found on working memory, attention and behaviour in class. This is a high security result. Small-scale studies by the University of Oxford have also shown positive effects on working memory for older and younger pupils.

Who is this for?

Year 3 pupils in the lower half/third of the class (or Year 2 or Year 4 pupils at this level of attainment).

Cost and resources (See cost tables page 24)

Costs cover three training days for two staff, two handbooks, and access to the website for 10 children per school for one year. 10-15 schools can be included in the training. The group of schools will identify one school to offer a venue in order to reduce costs (refreshments will be funded). Teachers will need to print two pages for recording the children’s progress.

Cost for the first year: £1805 per school (reduced to £1257 if cohort is 15 schools). Kent schools will contribute 50% of this cost (£902.50) and KCC and EEF will contribute the remaining 50%.

Ongoing annual cost (no training): £190 per school (£153 if cohort is 15 schools).

Additional information

Contact details: Prof Terezinha Nunes, by email: terezinha.nunes@education.ox.ac.uk
Website: https://ndcs.education.ox.ac.uk/memory/
To support your decision-making, the costings for each programme are shown below. After all the projects are outlined, there are four worked examples.

As well as the upfront costs, the calculator includes training time required to engage with the programme, shaded grey in each table. To reduce the burden for schools, schools will be paid:

- a subsidy towards cover costs of £100 for each day a teacher attends external training (£50 for a half day);
- a travel subsidy of £15 per training session for any member of staff.

### 1stClass@Number

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training, resources and school visit</td>
<td>£1,340</td>
<td>1</td>
<td>50%</td>
<td>£670</td>
</tr>
<tr>
<td>TA training</td>
<td>£90</td>
<td>6 half days for one TA</td>
<td>(£15 travel x 6)</td>
<td>£90</td>
</tr>
<tr>
<td>Link Teacher training</td>
<td>£130</td>
<td>2 half days for one teacher</td>
<td>(£50 cover x 2 + £15 travel x 2)</td>
<td>£130</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two small schools could train one TA to operate across both sites, which would save on cover time for the TA and halve training costs. An additional, second TA could be trained for £570 (£285 to your school).

Your school will be expected to claim for travel and cover subsidy only to a total equal or below your actual costs. TA cover will not be subsidised as this is expected to be covered internally. The subsidies are designed to reduce the burden on your school rather than cover all costs, but we recognise that some schools may face a heavier burden than others. If your school circumstances mean the subsidy is likely to cover less than half of your costs, please contact EEFectiveKentProject@kent.gov.uk as there may be an additional hardship grant available.

### App-based maths learning (onebillion)

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and support</td>
<td>£50</td>
<td>1</td>
<td>50%</td>
<td>£25</td>
</tr>
<tr>
<td>Licence fee (per iPad)</td>
<td>£76.97</td>
<td>1</td>
<td>50% for up to 12 licences</td>
<td></td>
</tr>
<tr>
<td>TA training</td>
<td>N/A</td>
<td>3 hours training (online)</td>
<td>N/A (no travel incurred as online)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Each licence is added onto one iPad and many pupils can use the same iPad with separate log-ins. A typical school might buy 10 licences and run small group(s) of 10 children. A smaller school could buy fewer licences and run smaller groups. If a school chose to buy just one of the two apps, the 3-5 app alone is £21.99 and the 4-6 app is £54.98 (note onebillion licence fees are bought directly from onebillion through the app store and are subject to change).
# How to calculate your costs

## Children's University

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual membership fee</td>
<td>£300</td>
<td>1</td>
<td>50%</td>
<td>£150</td>
</tr>
<tr>
<td>Per-pupil payment</td>
<td>£5</td>
<td>(Number of pupils you wish to be involved): max. 100</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Co-ordinator training</td>
<td>One day</td>
<td></td>
<td>(£100 for a teacher plus £15 travel) £115 for a teacher or £15 for a TA</td>
<td></td>
</tr>
</tbody>
</table>

### Total

## Mathematical Reasoning

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and resources</td>
<td>£1,915.50*</td>
<td>1</td>
<td>50%</td>
<td>£957.75</td>
</tr>
<tr>
<td>Additional resources</td>
<td>£5</td>
<td>(number of pupils more than the 30 pupils included)</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td>3 days for teacher (3 days for additional teacher recommended)</td>
<td>(£100 cover x 3 plus £15 travel x 3) £345 x no. teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total

*Costs assume cohort of 10 schools. If there are 15 schools in the cohort, cost reduces to £1,397.*

## Embedding Formative Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year programme and support</td>
<td>£5,299</td>
<td>1</td>
<td>50%</td>
<td>£2,649.50 (over 2 years)</td>
</tr>
<tr>
<td>Initial training</td>
<td>(£100 cover x 2 plus £15 travel x 2) £230</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total

## Nuffield Early Language Intervention

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and resources</td>
<td>£726</td>
<td>1</td>
<td>50%</td>
<td>£363</td>
</tr>
<tr>
<td>TA training</td>
<td>Two and a half days for one TA</td>
<td>(£15 travel x 3) £45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td>Half day for reception teachers</td>
<td>(£50 cover plus £15 travel) £66 per reception teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total

Costings shown for one TA. Please see page 13 for details of costs for additional TAs.
# How to calculate your costs

## SAPERE Philosophy for Children

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully supported programme one year</td>
<td>£4,775*</td>
<td></td>
<td>50%</td>
<td>£2,387.50</td>
</tr>
<tr>
<td>Teacher training</td>
<td>N/A as delivered internally</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** |

* One programme is suitable for up to 22 teachers. Two small schools could be trained jointly for £2,800 each (funded at 50% so cost to each school £1,400)

## Reading and Understanding in Key Stage 1

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and support</td>
<td>£250</td>
<td>(Number of teachers/ TAs trained – maximum 3)</td>
<td>50%</td>
<td>£125</td>
</tr>
<tr>
<td>Manual and resources*</td>
<td>Computer-based £15 or paper-based £75</td>
<td>1</td>
<td>50%</td>
<td>£7.50 or £37.50</td>
</tr>
<tr>
<td>Initial training</td>
<td>1 and a half days for one TA (or teacher)</td>
<td></td>
<td></td>
<td>(Max £75)</td>
</tr>
</tbody>
</table>

**Total** |

* You will have enough books for use with four pupils simultaneously; if multiple groups need to be timetabled together you may purchase additional books for a small cost.

## Reciprocal Reading

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training, support and resources</td>
<td>£1,740*</td>
<td></td>
<td>50%</td>
<td>£870</td>
</tr>
<tr>
<td>TA/teacher training</td>
<td>2 days per TA/teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead teacher meeting FFT Literacy staff in school</td>
<td>2 half days for one teacher</td>
<td></td>
<td>(2 x £50 cover) £100</td>
<td></td>
</tr>
</tbody>
</table>

**Total** |

* A small school may wish to send just one TA and lead teacher on the training – savings to training and manual would reduce total cost by £140 (school contribution by £70). A bigger school could train four TAs and a lead teacher for £2,085 (£1,042.50 paid by the school, the remainder by KCC and EEF).

## Stop and Think: Learning Counterintuitive Concepts

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training, resources and support</td>
<td>£691</td>
<td>1</td>
<td>50%</td>
<td>£345.50</td>
</tr>
<tr>
<td>Training/prep</td>
<td>90 min</td>
<td></td>
<td>N/A (can be managed internally)</td>
<td></td>
</tr>
</tbody>
</table>

**Total** |
## How to calculate your costs

### Switch-on Reading

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switch-on book set*</td>
<td>£650 per set (125 books)</td>
<td>(See below)</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Training and support</td>
<td>£1,090 per trainee</td>
<td>Number of staff delivering intervention – max. 3</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>TA/teacher training</td>
<td>Two days per TA (ideal min 2 TAs)</td>
<td>(Number of TAs/teachers delivering the intervention)</td>
<td>(£15 travel x 2) £30 per TA</td>
<td></td>
</tr>
<tr>
<td>Co-ordinator training</td>
<td>One day for one teacher</td>
<td></td>
<td>(£100 cover plus £15 travel) £115</td>
<td></td>
</tr>
</tbody>
</table>

### Thinking, Doing, Talking Science

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and support</td>
<td>£800 per trainee</td>
<td>(Number of teachers trained – minimum 2*)</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td>4 days each for each teacher (minimum 2*)</td>
<td></td>
<td>(£100 cover x 4 plus £15 travel x 4) £460 per teacher</td>
<td></td>
</tr>
</tbody>
</table>

* Very small schools will be permitted to send only one member of staff on training but will be expected to link with another school and allow the teacher time to collaborate with their counterpart.

### Working Memory + Arithmetic

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and support</td>
<td>£1,805</td>
<td>1</td>
<td>50%</td>
<td>£902.50</td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td>(£100 cover x 3 plus £15 travel x 3 for a teacher, £15 x 3 for a TA) £345 / £45</td>
<td></td>
</tr>
</tbody>
</table>

*Costs assume cohort of 10 schools. If there are 15 schools in the cohort, cost reduces to £1,257.*

---

* Each book set comprises mixed genre and publisher, finely graded texts. One set is suitable for two TAs teaching no more than two students at any one time and can be reused.
School 1 is a two-form entry primary school.

### Nuffield Early Language Intervention

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and resources</td>
<td>£726</td>
<td></td>
<td>50% (£15 travel x 3) £45</td>
<td>£363</td>
</tr>
<tr>
<td>TA training</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the example above, the school has a total upfront cost of £363 and are eligible for a cover and travel rebate of up to £175. However, they do not incur £175 costs, so claim less than the full allowance as their total claim for cover and travel should be less than or equal to their actual spend on cover and travel.

The return train journey from the school to the training centre costs £14. There are 3 journeys by TAs in total, costing £42, which is slightly lower than the grant of £45 claimed by the school. One reception teacher’s cover is managed internally, whereas cover is arranged for the other teacher for a half day, at a cost of £105. One reception teacher incurs £14 travel cost whereas the other lives close to the training centre so doesn’t incur travel costs. Total travel and cover comes to £161, so the school doesn’t claim for the reception teacher’s travel. Their total cost is £364.

### Thinking, Doing, Talking Science

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and support</td>
<td>£800 per trainee</td>
<td>(Number of teachers trained – minimum 2*) 2 Year 5 teachers</td>
<td>50% (£800 x 2 = £1,600; £800 covered by grant)</td>
<td>£800</td>
</tr>
<tr>
<td>Teacher training</td>
<td></td>
<td></td>
<td>(£100 cover x 4 days incurred plus £15 travel x 4) £460</td>
<td>£688 - £460 = £228</td>
</tr>
</tbody>
</table>

In this example, 4 days of cover were managed internally, with 4 days bought at £150/day, so a total cover cost of £600. Travel was £22 each time for one teacher whereas the other lived close to training venue and incurred no costs, so travel total was £88. Total cover and travel cost £688. The school claimed £400 for cover (£100 for each of the days cover cost was incurred) and £60 for travel (£15 for each day travel cost was incurred), which meant they claimed back £460 total. The overall cost was £1,028.
School 2 is an 8-form entry secondary

**Children’s University**

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual membership fee</td>
<td>£300</td>
<td>1</td>
<td>50%</td>
<td>£150</td>
</tr>
<tr>
<td>Per-pupil payment</td>
<td>£5</td>
<td>50 places for Year 7s and 8s</td>
<td>50% £5x50 pupils = £250, grant covers £125</td>
<td>£125</td>
</tr>
<tr>
<td>Co-ordinator training</td>
<td>One day</td>
<td>1 – will be led by a teacher</td>
<td>(£100 cover plus £15 travel) £115</td>
<td>£16 - £15 = £1</td>
</tr>
</tbody>
</table>

**Total**                                                                                           £276

In this example, the school chooses to open the project to 50 pupils at a cost of £125 given the per-pupil payment. The teacher leading the course does not require cover as this is managed internally so they do not ask for the cover subsidy but they claim for travel as they had £16 costs for driving to the training venue. Overall their costs are £276.

**Switch-on Reading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
<th>Quantity</th>
<th>Grant funding you will receive</th>
<th>Total cost to the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Switch-on book set</td>
<td>£650 per set (125 books)</td>
<td>1</td>
<td>50% £650x2 = £1,300 £650 covered by grant</td>
<td>£325</td>
</tr>
<tr>
<td>Training and support</td>
<td>£1,090 per trainee</td>
<td>2</td>
<td>50% £1,090x2 = £2,180 £1,090 covered by grant</td>
<td>£1,090</td>
</tr>
<tr>
<td>TA/teacher training</td>
<td>Two days per TA</td>
<td>2 x 2 days = 4 days</td>
<td>(£15 travel x 2 days x 2 TAs = up to £60); Up to £120 (£75 claimed – see explanation below)</td>
<td>(Cost incurred £60 – grant of £75 = £5)</td>
</tr>
<tr>
<td>Co-ordinator training</td>
<td>One day for one teacher</td>
<td>1</td>
<td>(£100 cover + £15 travel) £115</td>
<td>(Costs incurred £60 – grant claimed £60 = £0);</td>
</tr>
</tbody>
</table>

**Total**                                                                                           £1,270

In this final example, the school decides to buy one book set so that 2 TAs can deliver the intervention. They train 2 TAs to work with learners working below age-related expectations across Years 7, 8 and 9. The training is delivered fairly locally so travel costs average only £10 per person, a total of £40 on TAs and £10 on the teacher, but the school has to pay teacher cover at a rate of £250 per day. They claim the grant for both cover and travel, bringing their combined cover and travel costs down from £320 to £145. Their total cost to train 3 staff is £1,270.
The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement.

The EEF was established in 2011 by the Sutton Trust as lead charity in partnership with Impetus and received a founding £125m grant from the Department for Education.

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

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Phone: 0207 802 1676
info@eefoundation.org.uk

Charity registration number:
1142111

Website
www.educationendowmentfoundation.org.uk

Social Media

On Twitter @EducEndowFoundn

By liking Facebook.com/EducEndowFoundn

By subscribing to our YouTube channel

By connecting with us on LinkedIn