

# The **EEF**ective Kent Project: Promising Projects Round 3 Offer

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 through developing in-school Evidence Champions, cross-county Evidence Leaders in Education, Research Hubs and an Associate Research School.

## How will Promising Project funding work?

The joint fund is open to **all publicly funded Kent County Council schools and academies**. Schools are invited to bid for **50% match-funding** towards the main costs 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 eight programmes**, selecting the programme that best meets their needs. This prospectus outlines those options and provides links to further information.

The first funding round took place in January 2020. The second took place from June 2020 through to October 2020, this was an extended round due to the lockdown. The third and final round will be open from 8am on Monday, 19 April 2021 and will close at 5pm on Monday, 7 June 2021. The EEFective Kent Project Team have been working with all providers over the last year to adapt their training from face-to-face to virtual delivery where possible, to ensure training is accessible to schools despite the ongoing pandemic and restrictions.

This prospectus outlines each Promising Project. For more information, we have created a '[virtual roadshow](#)' where you can access a video for each project.

To hear the latest information on funding rounds, join the mailing list by emailing: [EEFectiveKentProject@kent.gov.uk](mailto:EEFectiveKentProject@kent.gov.uk) or visit the [EEFective Kent Project](#) webpage.

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 for some projects related to sharing costs (see individual project pages for details). There is space on the application form to indicate where you wish to pursue these cost-saving options.

# Fund overview

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## 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. The third and final application window will open at 8am on Monday, 19 April 2021. If you would like to keep up to date with the project and be notified when round 3 opens, join the mailing list by emailing [EEFectiveKentProject@kent.gov.uk](mailto:EEFectiveKentProject@kent.gov.uk)
- You will need to answer some questions, including **why your chosen Promising Project is appropriate** for your school and how you will ensure it is 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 within the lifetime of the project.
- You will complete the [EEF online implementation](#) course on their website.

## 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 on the [EEFective Kent Project web-page](#) or email [EEFectiveKentProject@kent.gov.uk](mailto: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 EEFective Kent Project. If you do not attend your booked places, funding will be retracted.



# Strand 1: programme overview

	Available to	Could begin (depending on demand)...	Subject	Type	Training can be delivered...
1 <sup>st</sup> Class@Number	Years 1 - 3	Apr 2021, Sep 2021, Jan 2022	 Maths	 Targeted	 Virtual
App-based maths learning (onebillion)	EY, KS1 KS2 catch-up	Sep 2021, Jan 2022	 Maths	 Whole-class Targeted	 Virtual
Children's University	Primary (KS1-KS2) Secondary (KS3) Special	Before Apr 2022	 Wider school	 Voluntary enrichment - open to all	 Virtual  Face-to-face
Embedding Formative Assessment	Primary Secondary Special	Before Oct 2021	 Cross Curricular	 Whole class	 Virtual  Face-to-face
Nuffield Early Language Intervention	Reception	Oct 2021	 Literacy	 Targeted	 Virtual  Face-to-face
Reciprocal Reading	Year 5 to Year 9	Before Apr 2022	 Literacy	 Targeted	 Virtual  Face-to-face
Switch-on Reading	KS2 Secondary Special	Sep 2021, Nov 2021	 Literacy	 Targeted	 Virtual  Face-to-face
Thinking, Doing, Talking Science	KS2 Special (contact project team)	Sep 2021, Oct 2021, Nov 2021, Dec 2021, Jan 2022, Feb 2022	 Science	 Whole class	 Face-to-face



# How to use the information in this guide

Each page of this prospectus covers a different Promising Project, including information about the programme's key characteristics, practical details on costs and training, methods of delivery 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](#) (more details on [The EEFective Kent Project](#) webpage).

## 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. 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.

## Methods of delivery



**Virtual delivery.** The training for these Promising Projects can be delivered virtually.



**Face-to-face delivery.** The training for this Promising Project can be delivered face-to-face.

# Project start dates

The table below outlines possible start dates for the projects, dependent on demand. This is the third and final round for match-funding applications, with three events for schools to attend to hear from the Promising Project providers.

Promising project Roadshow Events	<b>Round 3</b> <b>Open:</b> 19th April - 7th June 2021 <b>Online Events April 2021:</b> Maths & Science Literacy Wider Curriculum												
Projects	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022
1 <sup>st</sup> Class@Number	✓					✓				✓			
app-based maths learning (onebillion)						✓				✓			
Children's University	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Embedding Formative Assessment	✓	✓	✓	✓		✓	✓						
Nuffield Early Language Intervention							✓						
Reciprocal Reading	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Switch-on Reading						✓		✓					
Thinking, Doing, Talking Science						✓	✓	✓	✓	✓	✓		

## Overview of programme

1<sup>st</sup>Class@Number improves children's understanding of number and develops early calculation skills. 1<sup>st</sup>Class@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 catchup with their peers. It comes ready-made with detailed session guidance and extensive resources.

1<sup>st</sup>Class@Number offers schools a choice of three highly effective, small group programmes for children who need additional support with the KS1 mathematics curriculum.

**Becoming 1<sup>st</sup>Class@Number** – for children who need further support to secure the Early Learning Goal for Number.

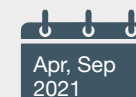
**1<sup>st</sup>Class@Number 1** – for children who need further support at the level of the Year 1 curriculum.

**1<sup>st</sup>Class@Number 2** – for children who need further support at the level of the Year 2 curriculum.

Year  
1-3



Targeted



Apr, Sep  
2021  
Jan 2022



Maths



Virtual

## Cost and resources (See cost tables page 16)

The full cost for each programme per TA is £540, which is inclusive of the training, resources and their delivery, and one link teacher. The EEFactive Kent Project will provide 50% match-funding towards the training costs for up to two TAs per school.

## 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 for all 1<sup>st</sup>Class@Number programmes will be delivered online via Zoom and includes:

- 1 x ½ hour launch briefing for link teachers (a senior teacher who will lead and manage the intervention in school).
- 5 x 1 hour online sessions for teaching assistants covering mathematical subject knowledge and pedagogy.
- Remote support for the school Link Teacher on supporting, managing and evaluating 1<sup>st</sup>Class@Number.

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 1<sup>st</sup>Class@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 1<sup>st</sup>Class@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.

## Additional information

Trainer: Rebecca Lloyd Lewis  
Telephone: 07956 648 585  
Email: bekslewis@googlemail.com  
I work on behalf of ECC on Thursday and Fridays.

ECC website:  
www.everychildcounts.edgehill.ac.uk  
Twitter: twitter.com/@ecc\_EHU

The training for all 1<sup>st</sup>Class@Number programmes are delivered virtually.

This training is delivered on a cohort basis.

## Who is this for?

**Becoming 1<sup>st</sup>Class@Number:** The mathematics teaching and learning has been carefully structured to develop and deepen children's number sense in relation to numbers up to 20. This intervention is mainly for children in year 1.

The lessons in 1<sup>st</sup>Class@Number 1 and 2 focus on number and calculation, and in 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.

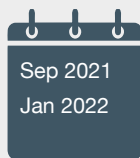
**1<sup>st</sup>Class@Number 1** - is mainly for children in year 2.

**1<sup>st</sup>Class@Number 2** - is mainly for children in year 3.





EY  
KS1  
KS2



## 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.

## 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.

## 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 funded a further pilot study to test different methods of administering TA support. The results indicated that training can be delivered 100% online, with TAs still feeling adequately supported.

## Cost and resources (See cost tables page 16)

There is a flat one-off fee of £50 per school for training and support. Additionally, the licence fee is £60.98 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.

## Additional information

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

Website: [www.nottingham.ac.uk/psychology/research/onebillion.aspx](http://www.nottingham.ac.uk/psychology/research/onebillion.aspx)

The training is delivered online and is delivered directly to your school.

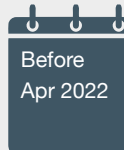
### Overview of programme


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 enrichment clubs, visits to universities and other sites of learning (including tourist destinations), family and home learning experiences, as well as '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, which is based on the number of hours they participate in CU quality assured activities, and graduate at one of three Kent Universities.


KS1  
KS2  
KS3  
Special

  
Voluntary  
enrichment -  
open to all

  
Before  
Apr 2022

  
Wider  
school

  
Virtual

  
Face-to-face

### 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 and at home as well as 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 enrichment clubs and sending opportunities to families.

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:

+2     

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.

### Cost and resources (See cost tables page 17)

A lead-in time of a school term is ideal prior to delivery.

There is a £320 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.

### Who is this for?

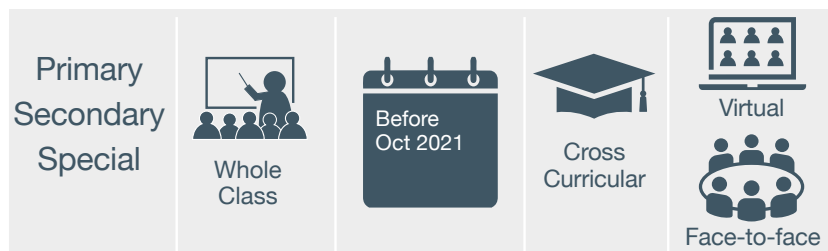
This programme makes the most difference for children in areas of deprivation but all are welcome to the programme. Staff with a passion, drive and time for developing high quality learning outside the classroom opportunities are best suited to the co-ordinator role. Children's University co-ordinators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

### Additional information

For more information, contact  
kcu@theeducationpeople.org  
phone 03000 417232  
or visit our website:  
www.kentchildrensuniversity.co.uk

The training for Children's University can be delivered both virtually and face-to-face.

This training is not cohort based and is delivered in your school.



## Overview of programme

Two-year supported programme of monthly Teacher Learning Community meetings (TLCs) focusing on embedding key strategies of formative assessment.

## What is involved in implementing the programme?

This is a whole school programme where teachers will meet in groups of 10-14 with Teacher Learning Communities (TLC) meetings calendared approximately every 4 weeks, 9 meetings per year. Meetings are 75 minutes and are facilitated by a TLC leader. TLC leaders would be selected from the staff and are not expected to be formative assessment experts.

All resources are provided 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 17)

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, at any level of experience, across all phases 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](http://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment) Or contact: SSAT EFA Team [EFA@ssatuk.co.uk](mailto:EFA@ssatuk.co.uk)

The training and support for this programme can be provided both virtually and face-to-face.

This training is not cohort based and is delivered in your school.

# Nuffield Early Language Intervention

University of Oxford and Elklan



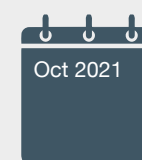
## Overview of programme

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.

Reception



Targeted



Literacy



Virtual



Face-to-face

## 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 funded a further randomised controlled trial with 1,156 reception pupils in 193 schools. On average, pupils who took part in the NELI programme made an additional 3 months' progress in language skills compared to pupils in other schools who did not receive the programme. This is a very high security result. A further pilot study was also carried out ahead in autumn 2020 of the programme moving online for the fully-funded DfE programme in spring 2021. The pilot showed the online training was feasible and promising.

## Cost and resources (See cost tables page 17)

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.

## 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](mailto:henrietta@elklan.co.uk) and please cc in Jo Powis: [jo@elklan.co.uk](mailto:jo@elklan.co.uk) and Alex Hall: [alexelklan@gmail.com](mailto:alexelklan@gmail.com)

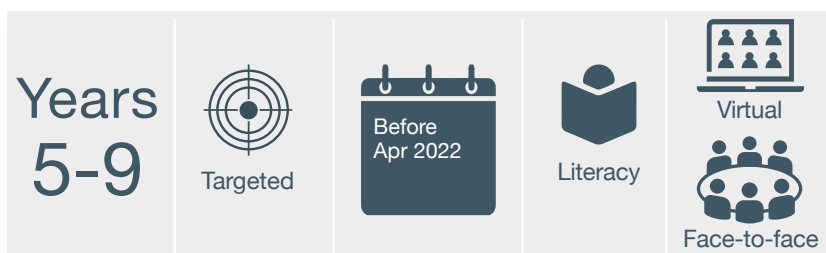
The training and support for this programme can be delivered virtually or face-to-face.

This training is delivered on a cohort basis.

## 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

ataylor@fft.org.uk  
www.literacy.fischertrust.org

The training for this programme can be delivered both face-to-face and virtually.

This training is delivered on a cohort basis. A reciprocal reading project can start at any point, but precise training dates depend on establishing a reasonable training group.

## 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.

## 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.

## 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 17)

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.

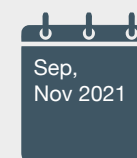
A bigger school could train 4 TAs and a lead teacher for £2,085 (£1,042.50 paid by the school, the remainder by KCC and EEF).

## Overview of programme

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.

KS2  
Secondary  
Special



## 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).

## 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.

## 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 (See cost tables page 18)

This price is the maximum cost per TA, where training takes place virtually the price may vary but will not exceed £1,090 per TA.

Additionally, £650 for a set of 120 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.





## Additional information

Contact Paula Burrell at  
Paula.burrell38@gmail.com or 0777 1345 930,  
or visit: [www.switch-onliteracy.co.uk](http://www.switch-onliteracy.co.uk)

The training for this programme can be delivered both face-to-face and virtually.

This training is delivered on a cohort basis.



KS2 Special	 Whole Class	 Sep 2021 - Feb 2022	 Science	 Face-to-face
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## 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.

## 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](mailto:tdts@scienceoxford.com)

Due to the practical nature of the training it is not possible to provide an online version of this course. It is anticipated, subject to government guidance, that face-to-face training will be possible. However, when applying for this course it is strongly recommended that you include a second choice of Promising Project in your application.

This training is delivered on a cohort basis.

## 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.

## Cost and resources (See cost tables page 18)

£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% for up to two teachers. See cost page for KCC/EEF cover contribution.

# How to calculate your costs

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.

## 1<sup>st</sup>Class@Number

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Training, resources and school visit	£540	1	50%	£270
Link Teacher training	2 half days for one teacher			
			<b>Total</b>	

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 [EEffectiveKentProject@kent.gov.uk](mailto:EEffectiveKentProject@kent.gov.uk) as there may be an additional hardship grant available.

## App-based maths learning (onebillion)

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Training and support	£50	1	50%	£25
Licence fee (per iPad)	£60.98		50% for up to 12 licences	
TA training	3 hours training (online)		N/A (no travel incurred as online)	
			<b>Total</b>	

\*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

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Annual membership fee	£320	1	50%	£160
Per-pupil payment	£5	(Number of pupils you wish to be involved) max. 100	50%	
Co-ordinator training	One day		(£100 for a teacher plus £15 travel) £115 for a teacher or £15 for a TA	
<b>Total</b>				

## Nuffield Early Language Intervention

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Training and resources	£726		50%	£363
TA training	Two and a half days for one TA		(£15 travel x 3) £45	
Teacher training	Half day for reception teachers		(£50 cover plus £15 travel) £65 per reception teacher	
<b>Total</b>				

Costings shown for one TA. Please see page 12 for details of costs for additional TAs.

## Embedding Formative Assessment

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Two-year programme and support	£5,299	1	50%	£2,649.50 (over 2 years)
Initial training	One day for SLT lead, one day for TLC lead		(£100 cover x 2 plus £15 travel x 2) £230	
<b>Total</b>				

## Reciprocal Reading

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Training, support and resources	£1,740*		50%	£870
TA/teacher training	2 days per TA/teacher		(2 x £15 travel per staff member, plus 2 x £100 cover per teacher)	
Lead teacher meeting FFT Literacy staff in school	2 half days for one teacher		(2 x £50 cover) £100	
<b>Total</b>				

\* 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).

# How to calculate your costs

## Switch-on Reading

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

\* 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.

## Thinking, Doing, Talking Science

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

\* 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.



# Worked examples

School 1 is a two-form entry primary school.

## Nuffield Early Language Intervention

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Training and resources	£726		50%	£363
TA training	Two and a half days for one TA	1	(£15 travel x 3) £45	(£14x3=£42) £42 - £45 grant = £3 saving
Teacher training	Half day for reception teachers	2 reception teachers	(£50 cover x 2 plus £15 travel x 2) £130 possible total. £119 spent so £115 claimed.	(£105 cover plus £14 travel=£119) £119 - £115 = £4
<b>Total</b>				£363

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

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Training and support	£800 per trainee	(Number of teachers trained – minimum 2*) 2 Year 5 teachers	50% (£800 x 2 = £1,600; £800 covered by grant)	£800
Teacher training	4 days each for each teacher (minimum 2*)	8 days	(£100 cover x 4 days incurred plus £15 travel x 4) £460	£688 - £460 = £228
<b>Total</b>				£1,028

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.

# Worked examples

School 2 is an 8-form entry secondary

## Children's University

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Annual membership fee	£320	1	50%	£160
Per-pupil payment	£5	50 places for Year 7s and 8s	50% £5x50 pupils=£250, grant covers £125	£125
Co-ordinator training	One day	1 – will be led by a teacher	(£100 cover plus £15 travel) £115	£16 - £15 = £1
			<b>Total</b>	<b>£286</b>

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

Component	Cost	Quantity	Grant funding you will receive	Total cost to the school
Switch-on book set	£650 per set (125 books)	1	50% £650x2 = £1,300 £650 covered by grant	£325
Training and support	£1,090 per trainee	2	50% £1,090x2=£2,180, £1,090 covered by grant	£1,090
TA/teacher training	Two days per TA	2 TAs x 2 days = 4 days	(£15 travel x 2 days x 2 TAs = up to £60); Up to £120 (£75 claimed – see explanation below)	(Cost incurred £80 – grant of £75 = £5)
Co-ordinator training	One day for one teacher	1	(£100 cover + £15 travel) £115	(Costs incurred £60 – grant claimed £60 = £0);
			<b>Total</b>	<b>£1,270</b>

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.



**I** Impetus



**What Works Network**

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