

Congratulations on gaining support from the EEF – we’re really looking forward to working with you during your project.

This document contains some information about being an EEF grantee, how the EEF will manage your grant, and how you can manage some of the common risks encountered in running EEF projects. It is intended as a guide only – please do contact your programme manager about anything more detailed, or with any questions or concerns.

## Contents

The purpose of our partnership.....	2
Setting up the grant.....	2
School recruitment (and retention).....	3
Schools involved in your project .....	4
Invoices and payments .....	7
Testing.....	7
End of grant process .....	8
Financial audit .....	8
Partnership working and external funding.....	9
EEF brand guidelines .....	9
Additional support to the EEF .....	10
Useful evaluation resources.....	10
Your feedback .....	10
Appendix 1: Example payment schedule.....	11

## The purpose of our partnership

The EEF funds projects to deliver two outputs:

1. An agreed intervention which we hope will benefit pupils, and help to close the attainment gap; and
2. Robust evidence on how effective the intervention is at benefiting pupils and closing the attainment gap. The evaluation results from all projects are described in an evaluation report, written by the independent evaluator. Examples of evaluation reports can be found on the EEF website: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/reports/>.

Both outputs are equally important to the EEF and grantees have responsibilities relating to the delivery of both. Establishing a good working relationship with the independent evaluator is usually critical to achieving the second of these outputs.

## Setting up the grant

A summary of the process and timeline for setting up a new EEF grant can be found here: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/process-and-timeline/>.

### Drafting budgets

One of the first tasks after the initial grants committee is to start drafting a budget for the project. Here are some things to consider:

- The EEF expects participating schools/settings to contribute some of the costs of the project. Schools which do not pay to participate in the project are far more likely to drop out than schools that do. In efficacy trials we expect schools to pay less than in effectiveness trials. For example, schools in efficacy trials might pay the costs of cover for school staff to attend training. In effectiveness trials, schools might also pay a proportion of the cost of the training and resources.
- The EEF grants committee is unlikely to approve funding for dissemination activities until we know the results of the evaluation. If, at the end of the project, the evaluation suggests that your programme is effective, then we will consider providing additional support for further evaluation or to enable more schools to benefit from the programme.
- The EEF does not fund university overheads. Applicants working in universities can apply for funding for all 'directly incurred' costs (e.g., salary costs of research assistants) and, subject to certain conditions, 'directly allocated' costs (e.g., the costs of support staff where these are specifically needed for the project). However, the EEF does not fund indirect university costs (e.g., estate costs of permanent university staff).
- The EEF does not routinely provide funding to the grantee to collect data (qualitative or quantitative) and conduct analyses themselves. We are separately funding an independent evaluation team to conduct both an impact evaluation and an implementation and process evaluation, using a range of quantitative and qualitative methods. Grantees can conduct and, where prior written approval has been provided by EEF, publish their own analyses of data collected during the research. This work must not interfere with the running of the EEF-funded project and is subject to the provisions of the EEF Reports and Publications policy and the grant agreement between the grantee and the EEF. However, grantees normally will be expected to find additional funding to carry out this work.
- The EEF will pay a substantially lower proportion of the project costs when funding for-profit grantees.

Please submit two budgets for your project:

1. a detailed budget for the project;
2. a budget which communicates the headline costs using the table below.

Item	Cost
Intervention development	
School recruitment	
Intervention costs	
Project management and admin	
Travel expenses	
Incentives for control schools	
<b>Total cost to EEF</b>	
School contribution to intervention costs	
School contribution to cover (days)	
Grantee contribution to intervention costs	

### Setting up the Grant Agreement

The Grant Agreement specifies the conditions of the grant and the relationship between the EEF and the Grantee. It contains the payment schedule and milestones. The milestones and payment schedule need to be carefully designed to ensure that funding is scheduled against activity. Payments are made in arrears, and EEF will not usually make a payment until all agreed milestones relating to the payment have been achieved. The payment schedule should reflect the fact that the EEF does not pay more than 10% of the grant before recruitment of schools is complete and the schools involved have submitted all of the data required prior to randomisation. The payment schedule should be written to reflect this. An example of a payment schedule is included in Appendix 1 of this guide.

### Designing the evaluation

After an independent evaluator has been assigned to the project, the grantee and evaluator will work together to design an evaluation. This will mainly happen during two separate “evaluation set-up” meetings. Ultimately the evaluation is the responsibility of the evaluator, but it is important that the grantee is involved in the design. The evaluator will produce an evaluation protocol, which specifies how the evaluation will proceed and will be published on the EEF website.

Examples of evaluation protocols can be found on the pages for active projects on the EEF website: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/active/>.

### School recruitment (and retention)

The size of the project is carefully designed to produce robust estimates of impact. Therefore, recruiting and retaining the agreed number of schools is critical for the success of the project. EEF has produced a Recruitment and Retention Pack outlining some of the key issues to consider in this area.

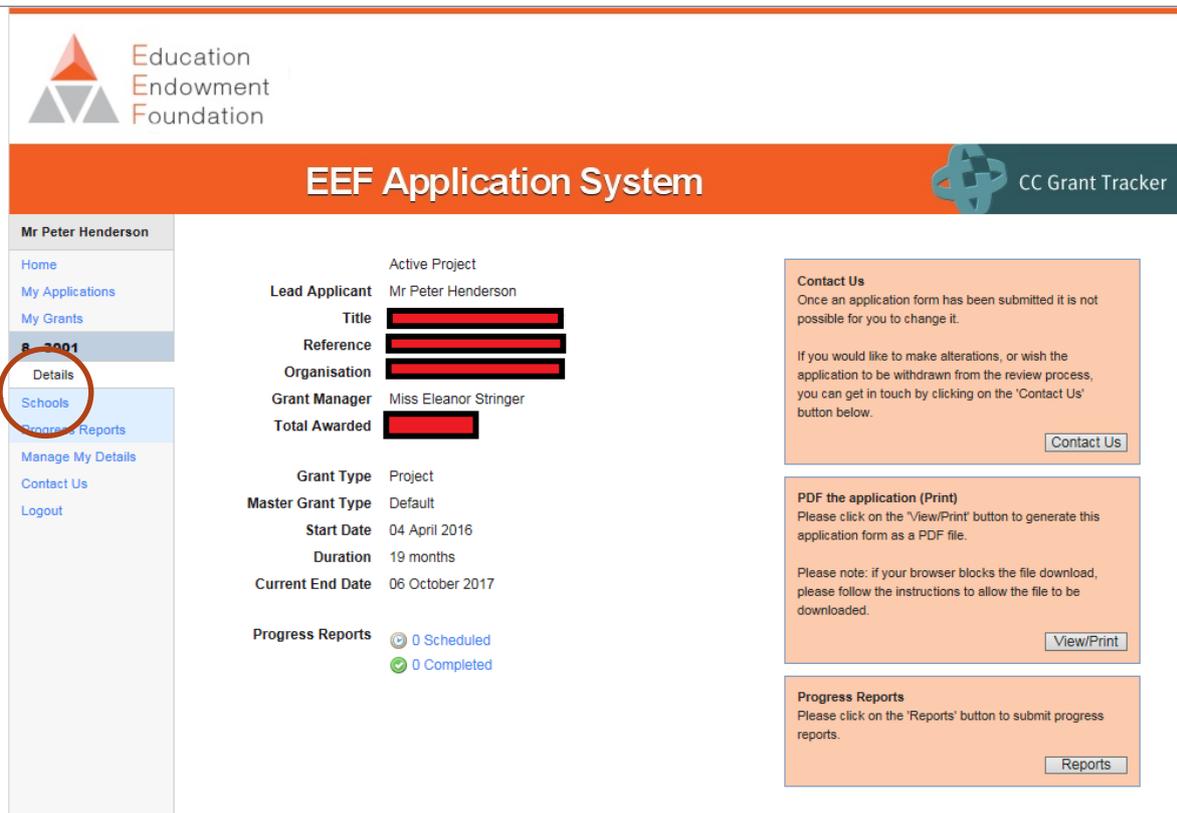
This can be found on the Grantee Guide and Policies page of our website: <https://educationendowmentfoundation.org.uk/our-work/grantee-guide-policies>.

If less than the agreed number of schools or pupils is recruited, then this will usually lead to a pro-rata reduction in the grant and an amendment to the payment schedule. If a project is under-recruiting to such a large extent that it will not yield any robust evaluation findings then it is likely that the grant would be terminated.

It is important to keep your Programme Manager updated as you recruit schools. Please send a fortnightly email update using the template in the excel file found here: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/grantee-guide-policies>.

## Schools involved in your project

It is important to keep the EEF updated about which schools are involved in your project. To search for schools, please do this by logging onto the grants management console (the system that you used to submit your application <https://grants.educationendowmentfoundation.org.uk/Index.aspx>) and under the details of your grant click on Schools.



The screenshot displays the EEF Application System interface. At the top left is the Education Endowment Foundation logo. The main header is 'EEF Application System' with 'CC Grant Tracker' on the right. A sidebar on the left lists navigation options: Home, My Applications, My Grants, 8-2001, Details, Schools (highlighted with a red arrow), Progress Reports, Manage My Details, Contact Us, and Logout. The main content area shows details for an 'Active Project' with the following information:

<b>Lead Applicant</b>	Mr Peter Henderson
<b>Title</b>	[REDACTED]
<b>Reference</b>	[REDACTED]
<b>Organisation</b>	[REDACTED]
<b>Grant Manager</b>	Miss Eleanor Stringer
<b>Total Awarded</b>	[REDACTED]
<b>Grant Type</b>	Project
<b>Master Grant Type</b>	Default
<b>Start Date</b>	04 April 2016
<b>Duration</b>	19 months
<b>Current End Date</b>	06 October 2017
<b>Progress Reports</b>	0 Scheduled 0 Completed

On the right side, there are three informational boxes:

- Contact Us:** Once an application form has been submitted it is not possible for you to change it. If you would like to make alterations, or wish the application to be withdrawn from the review process, you can get in touch by clicking on the 'Contact Us' button below. [Contact Us]
- PDF the application (Print):** Please click on the 'View/Print' button to generate this application form as a PDF file. Please note: if your browser blocks the file download, please follow the instructions to allow the file to be downloaded. [View/Print]
- Progress Reports:** Please click on the 'Reports' button to submit progress reports. [Reports]

CC Grant Tracker Version 6.201704 © CC Technology Ltd. (2017)

[Terms and Conditions](#)

You should then see a page like the one below.



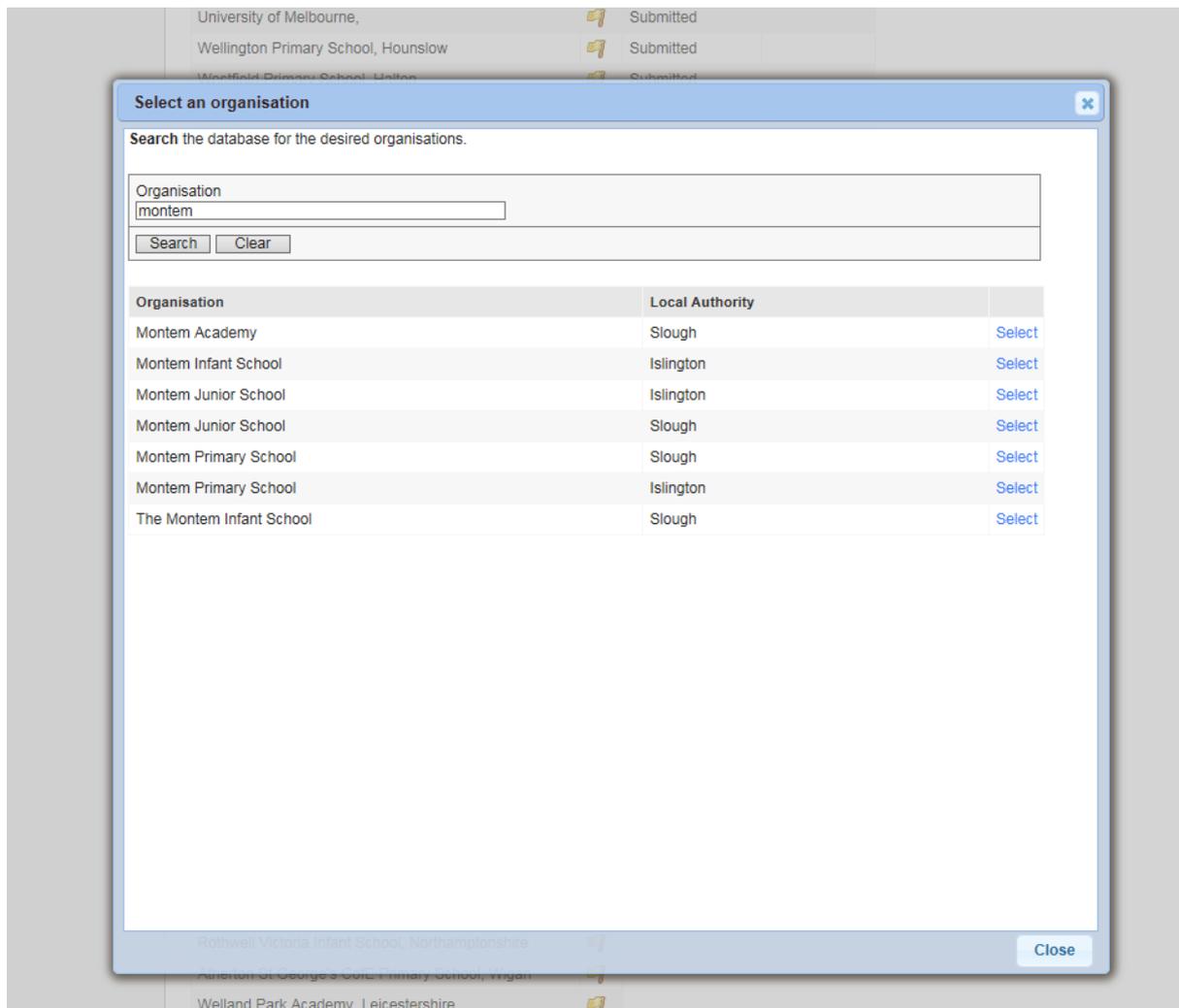
Mr Peter Henderson

[Home](#)[My Applications](#)[My Grants](#)**8 - 3001**[Details](#)[Schools](#)[Progress Reports](#)[Manage My Details](#)[Contact Us](#)[Logout](#)

The following schools were selected on your application form. Please use the grid below to either list schools that you are currently recruiting, or confirm that you have recruited your selected schools by using the submit button.

Institution	Flag	Status	Action
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Click on “add new”. A pop up will appear like the one in the picture below. You will now be able to search for schools, and click “select” to add them to the list.



Things to consider:

- Please submit the schools that have already signed up to the project. More schools can be added later.
- Please include schools in both the intervention and control groups.
- If selected schools need to be removed, please contact your programme manager.
- It is a good idea to ensure that the password you use to log in to the EEF grants management system is one that the lead applicant is happy to share with the rest of your team. This means that other members of the team can support with data entry.
- The system will raise a flag if a school you register is already involved in another EEF project. If you are still at the recruitment stage, please contact your programme manager to discuss the overlap.
- Please regularly update this list as schools are recruited.
- If you cannot find a school, let your Programme Manager know.

#### How will the EEF use the information on recruited schools?

The EEF will use the schools information for several purposes:

- **Contact schools to thank them for their participation.** We will send out a pack to newly recruited schools thanking them for taking part in an EEF funded project and evaluation, including a certificate and a newsletter outlining our broader work, for example, explaining that the results of the project will be shared with schools across the country. We hope that this will help you, by increasing their motivation to remain part of the project.

- **Monitor the geography of the projects we are funding.** We want to ensure that our projects are being distributed across the country, and are representative of a range of schools and areas. Therefore we need to understand which schools our grantees are reaching.
- **Check the overlap between projects.** Schools recruited to an individual project will be flagged in the system so that when another project lists them, we will be aware that the school is already involved in an EEF project. Often this is not an issue (for example, if the projects focus on different age groups or subjects) but we need to monitor it as it could affect the evaluations.

At this stage, we do not have any plans to publish the names of the schools involved in the projects. However, we may share the information with other interested parties (for example, if a local authority wishes to know which schools are actively involved in EEF projects). Please let us know if you believe that the schools will have any objection to this.

## Invoices and payments

Payments to grantees are scheduled over the life of the project as delivery milestones are completed. We can only make payments in line with the payment schedule included in the Grant Agreement, and if we are comfortable that sufficient progress is being made.

If a payment is due and the milestones have been met, we ask that you please issue us with an invoice. The invoice should come from the lead organisation (the counterparty from the Grant Agreement) and should make clear which project it is related to, and which payment milestones have been met. All invoices should be sent to [accounts@eefoundation.org.uk](mailto:accounts@eefoundation.org.uk), [copying your programme manager](#). Please also send a report to your programme manager, which outlines your progress against the milestones that were to be achieved; you may choose the format of your report. Please also include appropriate supporting documentation (as specified in the milestones or with your programme manager). If the programme manager is happy with the progress, our finance team will make a bank transfer. In order to make the transfer, we will need your organisation's bank details. Please ensure that these are at least on the first invoice we receive from you, on headed paper.

If there has been a delay in achieving the milestones, we will not be able to make the payment. We would expect you to be in discussion with your programme manager about any such delay anyway. In the majority of cases, we will just ask that you do not submit an invoice until the milestones have been met.

If there is a more significant issue which means that the milestones are unlikely to be met, this should be discussed with your programme manager as soon as possible. We would prefer to be made aware of any problems sooner rather than later, as this makes it more likely that we can find a resolution.

## Testing

Testing pupil outcomes can be a challenging part of running a project and in conjunction with the evaluator needs careful planning. It is important that the timeline for collecting data and the responsibilities of grantee and evaluator are made clear from the start. Tests will be ordered and delivered by the evaluator, but the time needed to do this needs to be factored into grantees' project plans. This can take up to two months, but the test providers are becoming better at reducing this time. If there are problems in this area your evaluator should contact the EEF evaluation team who may be able to work with test providers to overcome specific issues.

It is also important to appreciate that results are needed from all schools. Sometime it can be more challenging to get results from control schools, but in terms of delivery of robust evidence on effectiveness, results from control schools are just as important as results from intervention schools. It is important to ask schools to still take part in testing (or consent for their data still to be used in the case of projects using the National Pupil Database) even if they drop out of the project.

The Recruitment and Retention Pack also includes additional information on testing.

## End of grant process

### Evaluation reports

An evaluation report will be written on every EEF-funded project. They are intended to be accessible to a wide audience, including: teachers, policy makers, governors and parents, programme developers, and researchers. As such, evaluation reports will wherever possible be written in plain, non-technical English.

The independent evaluator will submit their report to the EEF following an evaluation template provided by the EEF. You will be asked to provide any comments or feedback on the first draft of the report and where possible your comments will be incorporated into the final version.

You will be sent the final report prior to its publication.

### Timeline

The time taken for the end of grant process will vary between projects. The sequence of events typically looks like:

1. Project completion
2. Evaluator submits initial draft report to EEF (usually at least 3 months after last data collection)
3. Report is reviewed by EEF and external experts and edited by evaluator following their input
4. Report is shared with grantee
5. EEF and grantee meet to discuss report
6. EEF passes grantee's comments to evaluator, who then makes further edits
7. EEF works with evaluator to ensure the report is accessible to teachers
8. EEF publication of evaluation report (usually 12 months after end of project).

### What happens next?

After project completion the EEF Grants Committee will be presented with a summary of the project evaluation. Following an assessment of the evaluation report the Committee may invite you to work with the EEF team to develop a new proposal for further evaluation or to explore the feasibility and potential impact of scaling up the findings. Positive evaluations will not automatically lead to a further EEF evaluation or scale-up award.

### End of grant report

At the end of the project, we require submission of a full set of accounts detailing final project expenditure against each budget line. EEF agrees project budgets at the maximum likely expenditure so it is normal for there to be underspend against the agreed budget. This underspend has to be returned to the EEF.

## Financial audit

You may be asked to take part in a financial audit by the EEF at any time. Furthermore, at the end of the grant, we expect you to submit a financial account of monies spent, including any unspent funds that will then be returned to the EEF.

Our financial audits currently include:

- Review of management accounts and balance sheet
- Review of budgets
- Interview with the relevant organisation manager
- Review of financial controls such as bank reconciliations, number of signatories, payroll controls, etc.

- Review of controls on EEF restricted funds and grant milestones achieved.

## Partnership working and external funding

The Education Endowment Foundation was founded with an initial grant of £125m from the Department for Education with a clear expectation that additional external income would be leveraged as a result. EEF has committed to spending in excess of £200m, including the investment income earned. We therefore need to generate a minimum of £42m over the 15 years of the DfE grant.

The DfE has asked that we record all sources of funding for those projects that the EEF is supporting to ensure their full value is captured. This includes any funding contributed to that project by you as a grantee and/or your funders. On an annual basis, therefore, we ask that grantees complete a simple 1-page form setting out any financial support (in cash or in-kind) which you or others are contributing to the EEF-funded project. This will be sent to you by the EEF's Development Director.

The EEF for its part actively builds relationships with other funders with the aim of attracting financial interest for projects approved by the EEF's Trustees. This support might be channelled directly to the EEF to distribute or it might need a separate application from the EEF grantee. These funds might be to expand the scope of the project (in discussion with the applicant and the evaluator), or to support the EEF's existing funding of it.

Depending on the results of the project evaluation and the decisions of our Trustees, we will also support those organisations looking to scale up their work in seeking financial support.

As a publicly-funded charity, the EEF communicates its work through a variety of media. We may, therefore, request that grantees provide us with images that can be used in our communications materials and/or quotes that enable us to communicate the work that the EEF is funding. In addition, we may sometimes hold events for current and potential EEF supporters at which we may request your support.

## EEF brand guidelines

### **The EEF's name:**

Please always refer to the 'Education Endowment Foundation' and only use the abbreviation EEF if the full name has already been used once.

### **The EEF's description:**

If you wish to refer to the EEF more fully, please use the following wording:

"The Education Endowment Foundation was founded in 2011 by The Sutton Trust, as lead charity in partnership with Impetus-PEF, with a £125m grant from the Department for Education. The EEF is the What Works Centre for Education."

### **The EEF's role:**

If you wish to refer to the EEF's role, please use the following wording:

The Education Endowment Foundation (EEF) is an independent charity which aims to raise the attainment of 3-18 year-olds, particularly those facing disadvantage; develop their essential life skills; and prepare young people for the world of work and further study.

It does this by generating evidence of what works to improve teaching and learning, funding robust trials of high-potential programmes and approaches which have yet to be tested. The EEF then supports schools, nurseries and colleges across the country in using evidence so that it has the maximum possible benefit for young people.

### **The EEF logo:**

Where appropriate, please use the EEF's logo. We will supply a hi-res electronic version.

### **The EEF online:**

When referring to the EEF on your website, please link to the following address:

[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

If referring to the EEF on Twitter, please use:

[@EducEndowFoundn](https://twitter.com/EducEndowFoundn)

The EEF is also active on:

Facebook: [www.facebook.com/EducEndowFoundn](https://www.facebook.com/EducEndowFoundn)

LinkedIn: <https://www.linkedin.com/company/the-education-endowment-foundation>

YouTube: <https://www.youtube.com/channel/UC5-jDNhzw1ySqP42gCv23lQ>

### **Questions**

Please contact the EEF's Director of Development and Communications, Stephen Tall:

T: 020 7802 0641, E: [stephen.tall@eefoundation.org.uk](mailto:stephen.tall@eefoundation.org.uk)

## **Additional support to the EEF**

The EEF may also from time to time request additional involvement in our work. For example, we may ask that you meet up with another grantee if we feel that they could learn from you, or may ask you to present at a conference. While this is not a formal commitment, we see it as a fundamental part of our wider role in building the capacity of the English education system to support research, and to share knowledge about evidence-based approaches.

In return, we are happy for you to invite us to participate in your events. Given our small team, we may not always be able to do this. Sometimes we may decide that it is inappropriate for us to do so, as we wish to remain independent of the projects being evaluated. But we are very open to being asked.

## **Useful evaluation resources**

Our website has a [collection of resources](#) you can use to learn more about our approach to educational evaluation, including an [evaluation glossary](#) and [evaluation FAQs](#).

## **Your feedback**

If there is further information that you would find helpful, or you have suggestions about how this guide could be improved, please contact [peter.henderson@eefoundation.org.uk](mailto:peter.henderson@eefoundation.org.uk).

## Appendix 1: Example payment schedule

### The Project Proposal and Key Performance Milestones

Here, please write an outline of the project: usually 1–3 paragraphs, which include key data such as number of schools and pupils, and brief outline of the trial (e.g. level of randomisation, how many treatment and control groups, what if anything the controls get).

(A draft payment schedule is provided below. Essential milestones, which should appear in the schedule for every project, are in bold. Italicised milestones are provided as examples, will not be needed by all projects and can be more freely amended. Rows can be added/removed for longer/shorter projects)

Key milestones to be completed	Supporting documentation alongside milestone report	Date for completion	Payment
<ul style="list-style-type: none"> <li>• <b>Evaluation protocol agreed with the evaluator and EEF</b></li> <li>• <i>Job descriptions confirmed</i></li> <li>• <b>Recruitment materials developed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Submit all documents to EEF for approval</li> </ul>	1 May 201X	£XXXX (N.B. Maximum 10% of total grant can be allocated prior to randomisation)
<ul style="list-style-type: none"> <li>• <i>Project delivery structure and process agreed</i></li> <li>• <b>At least X schools recruited. Recruited schools have provided both MOUs, pupil data (including UPNs), and all other data required by the evaluation.</b></li> <li>• <b>Details of schools passed to evaluator, and uploaded to the EEF database.</b></li> <li>• <i>Staff recruited and inducted</i></li> <li>• <i>Roles and responsibilities of partners confirmed</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Recruitment updates sheet</a></li> <li>• Roles and responsibilities chart</li> </ul>	19 August 201X	£XXXXX
<ul style="list-style-type: none"> <li>• <i>Delivery plans agreed</i></li> <li>• <i>Schools informed of allocation.</i></li> <li>• <i>Training events scheduled</i></li> </ul>	<ul style="list-style-type: none"> <li>• Delivery plans</li> <li>• Training schedule</li> </ul>	1 December 201X	£XXXXX
<ul style="list-style-type: none"> <li>• <b>Delivery of intervention programme begins in at least X intervention schools</b></li> <li>• <b>Continuing to support work of independent evaluator</b></li> <li>• <b>Updated EEF on intervention delivery and any attrition.</b></li> </ul>		21 April 201X	£XXXXX
<ul style="list-style-type: none"> <li>• <b>Delivery of intervention programmes completed in at least X intervention schools</b></li> <li>• <i>Follow-up training delivered</i></li> <li>• <b>Work with evaluators to</b></li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up training attendance</li> <li>• Testing plan</li> <li>• Video</li> </ul>	18 August 201X	£XXXXX

<p><b>agree plan for coordinating post-test assessments and ensure schools are prepared for tests.</b></p> <ul style="list-style-type: none"> <li>• <b>Short video content developed (1-3 minutes) of the project in action.</b></li> <li>• <b>Updated EEF on intervention delivery and any attrition.</b></li> </ul>			
<ul style="list-style-type: none"> <li>• <b>Support evaluators to engage schools in post-testing</b></li> </ul>		7 September 201X	£XXXXXX
<ul style="list-style-type: none"> <li>• <i>Delivery of intervention to control schools underway</i></li> <li>• <i>Payment to control schools on completion of post-test and all data requirements</i></li> <li>• <b>Comment on draft of final report</b></li> <li>• <b>Provide final statement of expenditure</b></li> </ul>	<ul style="list-style-type: none"> <li>• Report comments</li> <li>• Final statement of expenditure</li> </ul>	15 December 201X (Ensure that this date reflects the likely length of time between post-testing and report editing)	£XXXXXX
		<b>Total</b>	£XXXXXX