

Ages 16+ Design and sample

The study has over 2,800 students remaining in the sample.

This fourth phase of the research enables the linking of three large longitudinal sets of data about:

- student's attainment and development (at different time points - age 3,5,6,7,10,14 & 16) and attitudes and self perceptions (age 7, 10,14 & 16);
- their personal, social and family characteristics (e.g. age, gender, SES, HLE, etc.) at different time points (entry to pre-school, KS1, KS2, KS3);
- pre-school, primary school and secondary school experience (pre-school, KS2, KS3, KS4, type of centre/school and their characteristics-quality and VA effectiveness).

This fourth phase extends the EPPSE study to the end of compulsory schooling using appropriate statistical modelling techniques including confirmatory factor analysis, structural equation modelling, multilevel modelling and growth curve modelling. Confirmatory factor analysis will be used to identify the underlying structure of, non-academic outcomes (e.g. attitudes and self perceptions) and behavioural outcomes at age 16. It will also be used to investigate different dimensions of classroom processes from students' perceptions collected through surveys.

Professor Lorraine Dearden from the Institute of Fiscal Studies/Institute of Education will complement the EPPSE analyses with predictive modelling to explore the long term economic benefits of high-quality pre-school provision. The additional study will consider possible effects upon employment and earnings from the ages of 18 onwards.