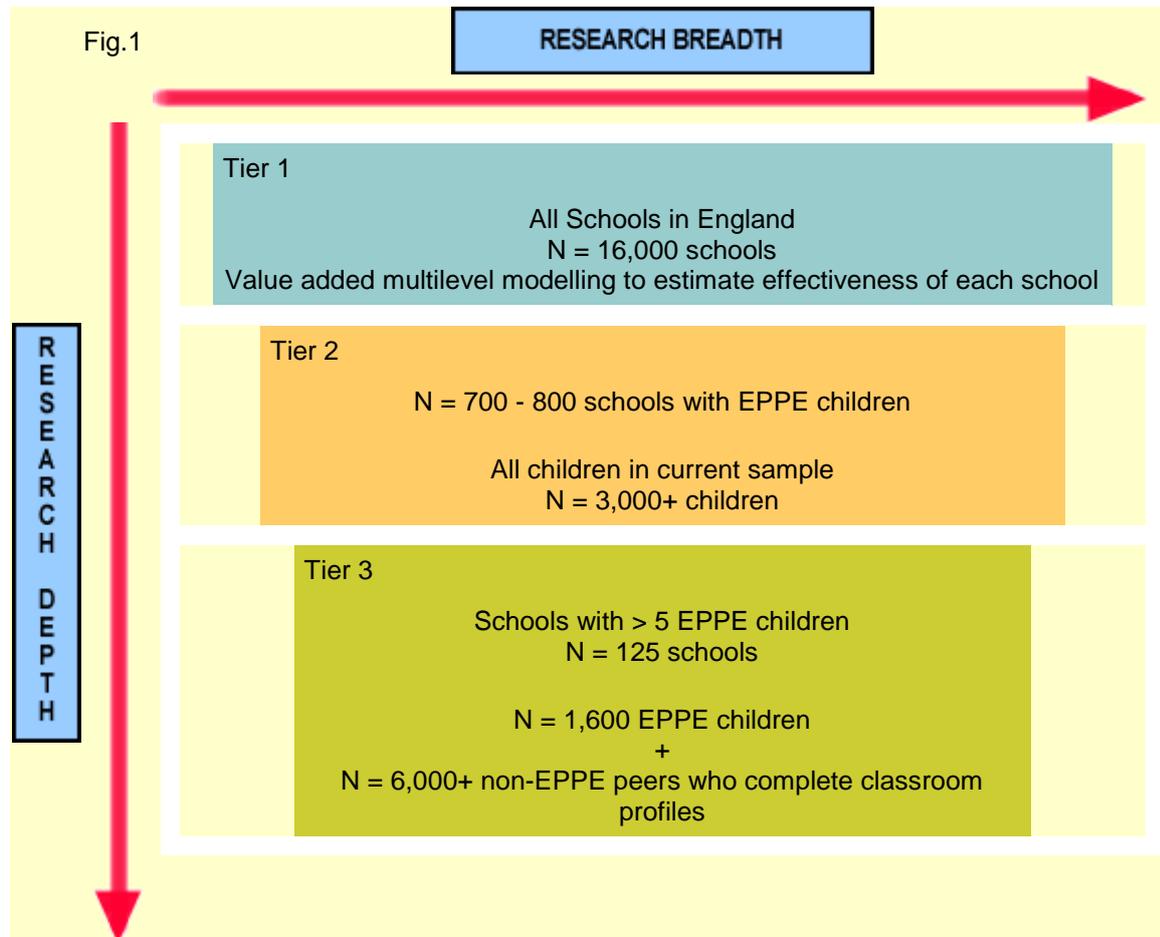


## Ages 7-11 Design and sample

The second phase of the EPPE study: EPPE 3-11 (2003-2008) continued to follow up the original sample of over 3,000 children to the end of Key Stage 2.

### Sample:

The research questions were answered from drawing different samples from three Tiers. The Tiers are illustrated below in Fig 1:



### Design:

Tier 1 – Enabled the research to derive a series of ‘value added residuals’ for every primary school in England for three consecutive years (probably across 2001-2004). These scores (separating English, Maths and Science) were linked with measures in other administrative databases including the Autumn Package classifications, Ofsted ratings (e.g. pedagogical quality) and National Assessment Test Year 6 data. This enabled the research team to study the effectiveness of every school in England, using value-added measures over three years to identify trends in effectiveness in terms of academic outcomes. These data were then used to make comparisons between the effectiveness and characteristics of schools in the EPPE sample with schools in England as a whole.

Tier 2 – Established the long-term effects of pre-school on children’s attainment, progress, attitudes, behaviour and SEN status. In Tier 2, EPPE 3-11 explored the continued academic and social-behavioural development of different groups of pupils across KS1 and KS2.

It explored the influences of attending a more effective and higher quality pre-school on later development. It also considered the influence of attending a more or less effective primary school. Of key importance was the extent to which children who had no pre-school experience, or only limited or poor quality pre-school experience could 'catch up' if they attend a more effective primary? The results indicated that later 'good' school experience can compensate for early lack of or poor pre-school experience. In addition, the Tier 2 study showed that those children who attend both a more effective pre-school and a more effective primary obtain a greater benefit. This was especially important for more vulnerable pupil groups. In addition EPPE 3-11 investigated 'out of school' learning through pupil questionnaires to establish its contribution to development at age 11.

Tier 3 – Builds on the essential analysis of Tier 2 and explores in more detail (through classroom observations and teacher questionnaires) the characteristics of primary school (including practice and ethos) that promote better developmental outcomes, including fostering pupil motivation and engagement as well as academic attainment, especially for more vulnerable groups. The findings have increased understanding of the way primary school practices interact with child, family and home learning environment to shape children's development. The findings have helped inform practitioners and policy makers about the extent to which pre-school and primary school can help pupil groups.