

**Sammons, P., Sylva, K., Melhuish, E.C., Siraj-Blatchford, I., Taggart, B., Elliot, K. and Marsh, A. (2004). The Effective Provision of Pre-School Education (EPPE) Project: *Technical Paper 11 - The Continuing Effects of Pre-school Education at Age 7 Years*. London: DfES / Institute of Education, University of London.**

Abstract: Findings at the end of Key Stage 1 (Year 2) are generally in line with those found in Year 1 (see Technical Paper 9 for details). The results confirm the important impact of background influences on young children, including the importance of the home learning environment. They also provide additional evidence concerning the impact of pre-school and show that positive pre-school effects related to duration, quality and effectiveness are not 'washed out' for cognitive outcomes by the end of Year 2 in primary school, although effects are not as large as those identified earlier in the study when children started primary school. For social behaviour, by contrast, the evidence of a continuing positive pre-school impact is weak by Year 2. There is little evidence of significant differences related to duration and quality of pre-school provision, but the effectiveness of the pre-school centre attended, in promoting social/behavioural development during the pre-school period, shows small but significant positive benefits in terms of teachers' ratings of for children's Self-regulation and reductions in Anxious behaviour. However, for Anti-social behaviour, very long duration (i.e. starting group care under the age of 2 years and continuing) is related to slightly raised scores at the end of Key Stage 1 (although most children, including early starters were positively rated).