



EARLY  
INTERVENTION  
FOUNDATION

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# Annual Report

## 2018–2019

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Kelly Beaver (from July 2019)  
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# Chair's message



**Dame Clare Tickell DBE**  
Chair of Board of Trustees

2018/19 marked the first year of our new five-year strategy, which sets out how we can best work to achieve our mission: to ensure that effective early intervention is available and is used to improve the lives of children and young people at risk of poor outcomes.

Our work on making the case for early intervention led to the publication of *Realising the potential of early intervention*, which set new benchmarks for the initial impact of an EIF output and continues to underpin many aspects of our work. It was launched at an event in October 2018 that was attended by over 100 delegates who came together to discuss the next steps for early intervention. It was later introduced to a parliamentary audience at an event in December 2018 chaired by the Rt Hon Norman Lamb MP.

Over the course of 2018/19, we were invited to submit evidence or to appear as expert witnesses before three parliamentary committees: the education select committee (inquiry on life chances), the health select committee (on the first 1,000 days), and the science and technology select committee

(on evidence-based early years intervention). The science and technology committee's recommendations strongly echoed our own in *Realising the potential*, and our evidence and published material was cited more than 50 times in the committee's report.

Our work on generating evidence this year included two major new evidence reviews on the evidence relating to the Healthy Child Programme and on children's cognitive development in the early years. These are being extensively used to inform policy-making at the Department for Education (DfE) and Public Health England (PHE). We reached a major milestone in February 2019, with over 100 programmes now on the EIF Guidebook, our flagship resource for local commissioners. We also published two pieces of work in March 2018 designed to help build the evidence base for early

## “Our evidence was cited more than 50 times in the science & technology select committee’s report on evidence-based early years intervention.”

intervention. *10 steps for evaluation success* provides practical advice about how to develop a scientifically grounded theory of change and progresses through to impact evaluation and scaling of successful interventions; and *Evaluating early help* is a guide to how to evaluate complex local early help systems.

Our work on getting evidence used to change policy and practice in 2018/19 saw us working closely with the Department for Work and Pensions (DWP) on the Reducing Parental Conflict Programme, and with DfE on the Social Mobility Action Plan. We have also been delivering the Early Years Transformation Academy to support the local commissioning and testing of evidence-based interventions in a small number of local places, while providing online support to a wider number of areas.

We signed a two-year cross-government grant agreement for 2018/19 and 2019/20 with DfE in May 2018, which covers our funding from DfE, DWP, the Ministry of Housing, Communities and Local Government (MHCLG), PHE and the Department of Health and Social Care (DHSC). We also developed our international work, including new research in Australia.

In addition to our core grant, in February 2019 we were successful in our joint bid to the Home Office to deliver the £200m Youth Endowment Fund, in partnership with Impetus and the Social Investment Business. The Youth Endowment Fund is a bold new attempt to put early intervention at the heart of efforts to tackle youth offending. It will support interventions and community partnerships working with children at risk of being drawn into crime and violence and will

build knowledge of what works to prevent that. It focuses on 10–14-year-olds across England and Wales.

2018/19 was also a year of change for EIF’s Board, with several founding Trustees stepping down at the end of their second terms. Jean Gross stepped down from the Board in July 2018, Ray Shostak and David Simmonds in May 2019, and Jake Hayman and Honor Rhodes in October 2019. Their input and guidance has been invaluable to EIF over the last six years, and we owe them all a huge debt of gratitude. Having conducted a Trustee recruitment process, the Board has appointed Reshard Auladin, Kelly Beaver and Sally Burlington with effect from July 2019, and Joanne Roney and Sharon Kemp from October. We very much look forward to working with them in the years ahead.

**Dame Clare Tickell DBE**  
Chair of Board of Trustees

# Chief Executive's message



**Dr Jo Casebourne**  
Chief Executive

2019/20 will be the second year of EIF's five-year strategy and it sees a shift in our work programme towards ensuring evidence is used to change policy and practice, building on the many evidence products we produced in 2018/19. It also sees us grow, as our work in delivering the Youth Endowment Fund (YEF), alongside Impetus and the Social Investment Business, substantially increases our potential for impact, our income and our partnership working. By the middle of the year we will have around 35 staff, a significant increase from two years ago when I joined EIF as chief executive.

EIF's role in delivering YEF is an extremely exciting and challenging one. We are leading the evidence, evaluation and data aspects of the fund, and this will be the most substantial evidence generation work that the charity has done to date. This involves ensuring the latest evidence on what works to reduce youth offending is integrated into the strategy of the fund, leading on the design of independent evaluations of all the interventions which YEF funds, and designing ways in which the long-term impact of interventions on offending can be measured. This work represents a significant

shift for EIF, moving us from synthesising evidence to generating evidence at scale for the first time, through new trials and evaluations to test what works to tackle youth offending.

Alongside YEF, we will be continuing to generate evidence within our wider work programme. We will be adding evidence-based early intervention programmes to EIF's Guidebook after a second open call for programmes and doing some work with key audiences of the Guidebook to develop the resource further to make sure it is meeting

# “We will be continuing to make the case for more investment in, and prioritisation of, effective early intervention.”

the needs of commissioners. We will also be doing further work to improve evaluation in 2019/20, building on our publications *10 Steps for evaluation success* and *Evaluating early help* in 2018/19. As part of our work for DWP on reducing parental conflict, we are this year conducting a rapid review of the strength of evidence for measurement tools used to capture types and severity of relationship conflict. Our work on adverse childhood experiences (ACEs) that we started in 2018/19 continues and will result in a major new evidence review this year.

We will also be delivering a range of projects designed to ensure that our evidence is used at both local and national level, many of which build on our work of last year. Our work with DWP supporting the national Reducing Parental Conflict Programme continues, as does our supporting DfE with the delivery of the Social Mobility Action Plan. We are also continuing to deliver our Early Years Transformation Academy, alongside work to support the development of children's social, emotional and behavioural skills funded by the Battersea Power Station Foundation, and producing guidance for primary schools to support the development of children's social, emotional and behavioural skills. We will be working to ensure the evidence in two major early years reports that we published in 2018/19 (on the Healthy Child Programme and children's cognitive development) is used to change both policy and practice.

Finally, we will be continuing to make the case for more investment in, and prioritisation of, effective early intervention. We will work closely with national policymakers in the Cabinet Office, HM Treasury and funding departments who are preparing for government spending

decisions, ensuring that EIF evidence informs key policy and resourcing decisions. We will be laying the foundations for the creation of a set of parliamentary champions for early intervention, through work to establish relationships with a small set of parliamentarians, and we will be working to increase the understanding of the case for effective early intervention among local politicians and system leaders.

Throughout all of this work, we are seeking to understand how and when we have an influence on the decisions and activities relating to early intervention across the UK. Our new impact framework was agreed by the Board in July 2018 and is now central to the way EIF designs and manages projects. The framework is rooted in behavioural science and uses the COM-B framework: the theory that for people to behave in the way we want them to, they need to have the capability, opportunity and motivation to do so. EIF's new impact framework specifies the overall behaviour change we want to see as 'increased prioritisation of and investment in effective early intervention', and the framework has allowed us to capture the impact we had in 2018/19, which we report in this document. Using this framework is crucial to EIF becoming a true learning organisation, and applying to our own work the kind of evaluation focus that we encourage others to use for their services, programmes and practices.

All this makes for a really exciting and challenging year ahead for EIF.

**Dr Jo Casebourne**  
Chief Executive

# A new way of understanding our impact

As a What Works Centre, we think and talk about impact all the time. We're good at assessing other people's impact on child outcomes, and taking a rigorous approach to identifying and understanding the effectiveness of different approaches to early intervention is at the heart of much of our work. However, like many organisations, we have until recently been less good at understanding our own impact.

Understanding our own impact means reaching beyond the familiar bundle of website statistics, media coverage and anecdotal feedback in order to collect useful and specific data about the real-world impact of our work. This new data needs to reflect the objectives set out in our organisational strategy: it needs to tell a story not just about what we did, but also about how it actively supports our mission.

**"It became obvious to us quite quickly that we needed to think more about behaviour change: that our role was best understood not as seeking to impact on children's lives directly, but rather as about driving increased investment in and greater prioritisation of effective early intervention."**

– **Stephanie Waddell, EIF blog**

The EIF impact framework starts by specifying our overall aim in behaviour change terms. That is, in order to ensure that effective early intervention is available and is used to improve the lives of children and young people at risk of poor outcomes, we want people to prioritise and invest in effective early intervention to a greater extent than they do currently.

## The EIF impact framework

Our impact framework is rooted in the COM-B model developed by Professor Susan Michie: the theory that for people to behave in the way we want them to, they need to have the capability, opportunity and motivation to do so.

- **Capability:** the right knowledge and skills, in the right hands
- **Opportunity:** the right conditions around them
- **Motivation:** the desire, intention or belief to act.

This helps us to think about the barriers that might prevent people from taking decisions or actions that we want to see. These barriers will be different for different audience groups, doing different jobs, at different levels of the system, relating to different issues.

In some cases our goal will be to publish new or more accessible information, or to provide guidance or training (to build capability); in others, to address barriers within the wider context, for example by influencing national policy or funding decisions or through new research to fill key evidence gaps (to build opportunity); in others, to make a compelling case to those who might advocate for the benefits of an evidence-based approach to early intervention (to build motivation).



|                                       |  |   |  |
|---------------------------------------|--|---|--|
| Strategic priorities                  | Vision: That all children are able to achieve their full potential.  |   |  |
|                                       | Mission: To ensure that effective early intervention is available and is used to improve the lives of children and young people at risk of experiencing poor outcomes. |   |  |
| Desired behaviour change              | Overall aim: To achieve greater prioritisation of and investment in effective early intervention.  |   |  |
| Short-term impact measures, via COM-B | Improved CAPABILITY to prioritise and invest in effective early intervention   | Improved OPPORTUNITY to prioritise and invest in effective early intervention | Improved MOTIVATION to prioritise and invest in effective early intervention |
| Underpinning assumptions              | EIF is a sustainable, high-performing, well-respected organisation.  |   |  |

Based on this assessment, we can make plans to try to reduce or remove those barriers, through our research, resources and other activities. A new project might seek to address all three of these preconditions for behaviour change, or just one; for a small and specific group, or a broad swathe of the sector. These are the short-term impacts that we believe will add up, over time, to greater prioritisation of and more investment in effective early intervention.

This framework is founded on a set of underpinning assumptions about EIF as an organisation. In order to influence behaviour change, EIF needs to be financially sustainable, to produce high-quality work, to be respected among the sector, to be a place that people want to work, and so on.

## The impact framework in action

The year 2018/19 was a transitional year for how we think about and capture our organisational impact. To sharpen our focus, we have identified a set of key audience groups and the specific behaviour changes we would like to see in each case.

The framework enables us to design projects and specify short-term outcomes using the COM-B model as a starting point. This is now part of our standard procedures for developing new projects, and the data that we gather on projects now will inform the way we design and measure the impact of projects in the future.

However, a number of projects were under way before the framework was conceived. In some cases, we have retrospectively applied the COM-B framework, to identify and capture short-term impact measures. In other cases, we have relied on more traditional measures of impact, such as online reach or user feedback.

**To find out more about the EIF impact framework, visit: [www.EIF.org.uk/impact](http://www.EIF.org.uk/impact)**

# Impact headlines 2018/19: Championing the role of effective early intervention

Through all of our work, we strive to ensure more effective early intervention is available to the children, young people and families who need it most.

## Influencing national policy and investment decisions

We are represented on several national advisory boards on the **early years**. We sit on two Public Health England advisory groups which are making use of our reports and resources within the speech, language and communication health visiting pathway and training. Our speech and language competencies framework was also published as part of the 'Chat, Play, Read' behaviour change strategy announced by the education secretary in November.

Our extensive work with the Department for Work and Pensions (DWP) on the national **Reducing Parental Conflict** Programme continues to offer us opportunities to influence how this work is shaped and delivered. We have provided advice on the Reducing Parental Conflict Planning Tool, the role of programme ambassadors and stakeholder engagement. Our private advice to the department led to the inclusion of a child outcome measurement within the evaluation of the effectiveness of the eight interventions being delivered through the national programme.


Our work on **trusted relationships** for vulnerable children was particularly

influential in how the Home Office deployed a £13 million fund to help youth workers, police, nurses and other professionals form close, protective relationships with at-risk children and young people.

Our work on the local government strand of the DfE's **social mobility** action plan has been influential in both the approach to peer challenge and how the early outcomes fund was used in this year. In both cases, our early years speech, language and communication maturity matrix has provided the conceptual framework.

Over the past year, we have given written or oral evidence to three **parliamentary committee inquiries**: the education select committee inquiry on life chances, the health select committee on the first 1,000 days, and the science and technology committee on evidence-based early years intervention. This kind of activity offers us another mechanism for influencing policy and investment decisions. The science and technology committee's recommendations, published in November 2018, strongly echoed the recommendations in our landmark report *Realising the potential of early intervention*. In all, our evidence and published material was cited more than 50 times in the committee's report.





### Informing decision-making at a local level

In our 2018 stakeholder survey, 90% of respondents in commissioning roles agreed or strongly agreed that they had learned from their interactions with EIF, and 66% said they had made changes in how they worked as a result.

The EIF Guidebook is our flagship resource for commissioners. In February 2019 we increased the number of programmes on the Guidebook to over 100. In our stakeholder survey, the Guidebook was the third most common way of interacting with EIF and was rated as useful or very useful by 93% of all respondents.

**“The EIF Guidebook is really useful for people out here on the ground.”**

– commissioner, local authority

There are promising signs that the Guidebook is helping to change behaviour. For example, we know that the Welsh Assembly has included our evidence ratings and a link to the Guidebook in their parenting support guidance, and are strongly encouraging local authorities to assure themselves that their commissioned provision is evidence-based.

Elsewhere, we are supporting the Department for Education’s social mobility action plan through the local authority peer challenges, where we have worked with six sites on their self-assessment, presented at four peer reviewer training sessions, and fed into the Local Government Association’s peer challenge manual. This work will be formally evaluated in 2019/20.

### Increasing capability, opportunity and motivation among key audiences

We delivered training to lead members on early intervention at the Local Government Association’s children’s services leadership essentials course, which was run four times during the year.

We know that the lack of UK-based evidence is a key opportunity barrier for commissioners seeking to understand ‘what works’. Our new resource, *10 steps to evaluation success*, was designed to support a step-change in the quantity and quality of evaluation of early intervention in the UK. Charities, local authorities and others are starting to use the framework to develop their interventions – the Education Endowment Foundation, NSPCC and the Australian government, for example, now all provide links to the guidance on their websites.

**“This is such a useful guide. So clear and accessible for those of us who are not experts in the field.”**

– early years lead, UK charity

Another way to address the evidence barrier is to conduct new analysis or up-to-date reviews of existing evidence. For example, in 2018/19, we conducted entirely new quantitative analysis on the impact of the 2-year-old free childcare entitlement, and a new and accessible review of the evidence on teaching, pedagogy and practice in early years settings. See the section on the year in review for more information on our research and new reports.





# Realising the potential of early intervention

One of the key planks of our strategy is the drive to make the case for early intervention: to develop and promote a new narrative on the social and economic case for early intervention that reflects everything EIF has learned in its first five years and which is fit for the challenges and constraints the UK is facing today.

In October 2018, we published our landmark report, *Realising the potential for early intervention*. This report considered the latest evidence for early intervention and clearly set out when and how it can help children and young people to thrive. It challenged a set of myths around early intervention as a money-saving device, and described the systemic barriers that prevent early intervention from being fully enabled. It was upfront about the contextual challenges of delivering evidence-based approaches, and

it set out a bold and ambitious action plan: a route map to ensuring that effective early intervention is available and used by all children and families who need it.

Crucially, the report set out six changes at the national and local level. It calls for a long-term investment fund to test the impact of a whole-system approach, a new What Works acceleration fund to support the spread of approaches that have already been shown to be effective, an independent expert panel to



advise government on a long-term research strategy, and a new cross-government taskforce to coordinate the work of relevant Whitehall departments. At a local level, the report calls on leaders to articulate a clear, long-term vision and strategy for early intervention in their areas, and to foster a culture of evidence-based decision-making and practice.

**“Realising the potential is able to crystallise the evidence in one place. We are currently writing a new strategy and the document is very helpful.”**

**– head of early help, local authority**

The narrative and ambition set out in *Realising the potential* built upon all our work in the five years since EIF was established, and continues to underpin and inform all our ongoing work.

## Connecting the early intervention community

*Realising the potential* was launched at a major sector event in London, attended by over 100 delegates from national and local government, sector bodies, services, charities and the research community. Alongside keynote speakers from EIF, the context, findings and recommendations of the report were debated by a diverse and experienced panel, featuring leaders from Barnardo's, the Local Government Association, Public Health England and the Association of Directors of Children's Services.

*Realising the potential* was the subject of an event in parliament in December, hosted by the Parliamentary Office for Science and Technology and featuring science and technology committee chair the Rt Hon Norman Lamb MP. And EIF was invited to present the report to a summit event in Manchester in February 2019. Through these and other events, we continue to use *Realising the potential* to make the case for more and better early intervention.

The report calls for greater coordination of policy across relevant departments, which we are helping to facilitate. We frequently support government departments to make connections between policy areas. For example, prior to the publication of *Realising the potential*, we presented at a cross-departmental roundtable, chaired by the Department for Education, which provided an opportunity for senior officials across all the relevant departments to engage with the key messages in the report and respond to its headline recommendations.



## Spreading the word

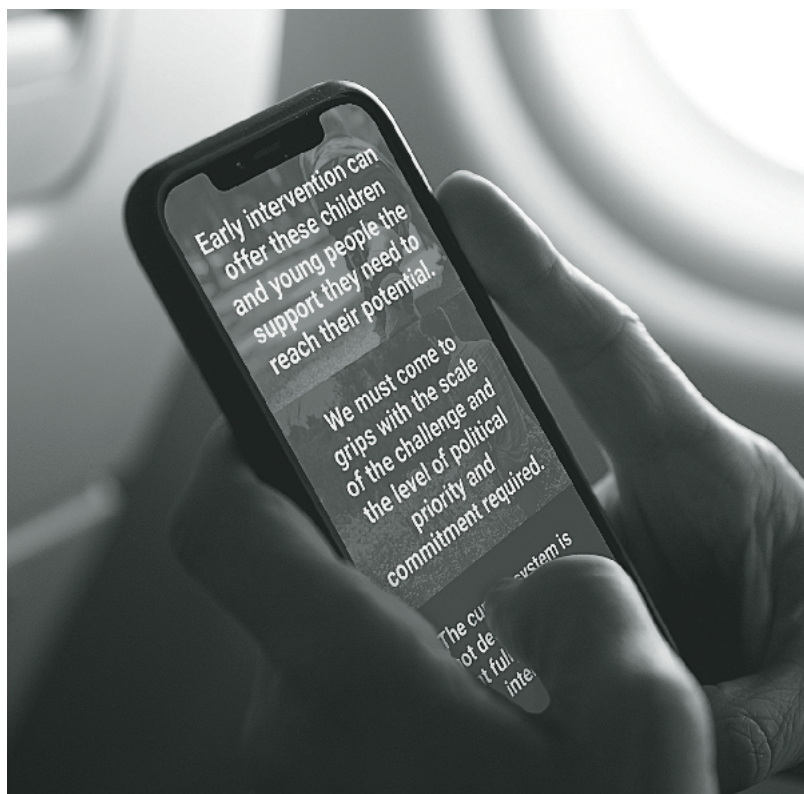
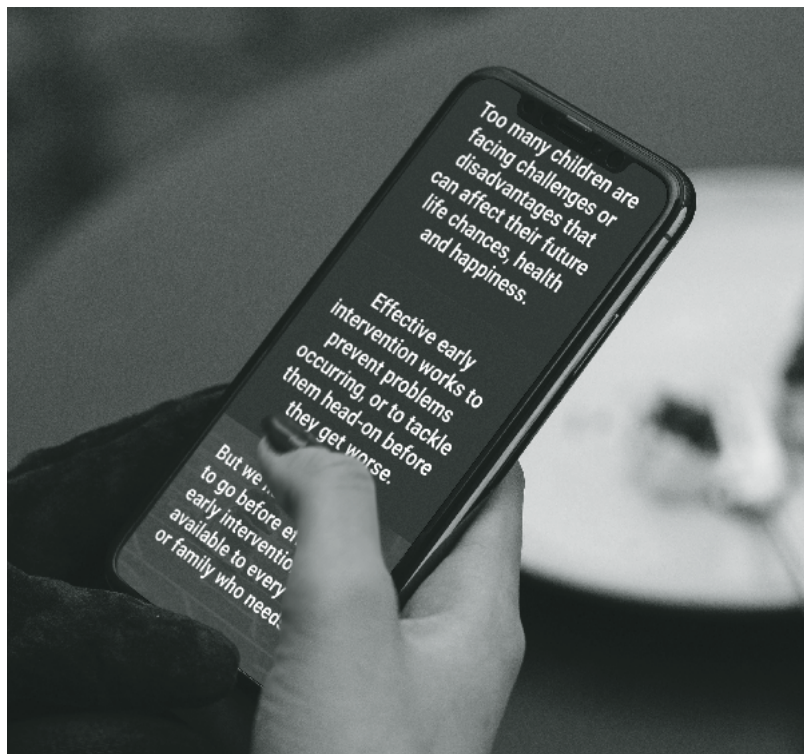
In terms of reach and engagement, the report and related communications were an unprecedented success.

- The day after the launch set a new record for the number of visitors to the EIF website.
- Within two weeks of publication, *Realising the potential* was EIF's most-downloaded report ever.
- The day of the launch itself saw more Twitter attention for EIF than any previous day.
- A 2-minute introduction to the key arguments from *Realising the potential* quickly became EIF's most viewed video and was part of our most shared tweet.
- *Realising the potential* and its arguments featured in coverage and blogs from the *Guardian* to ConservativeHome, and across the major children's and local government sector outlets.

**"The way the report presents the case in a simple but very effective manner is critical to engaging national and local stakeholders."**

– government researcher

To find out more, visit  
[www.EIF.org.uk/realising-the-potential](http://www.EIF.org.uk/realising-the-potential)







# 2018/19: The year in review



## Providing evidence and tools

EIF published 14 new reports and major resources in 2018/19, covering a wide range of issues.

Two major reports focused on the evidence relating to effective support for children in the early years, up to the age of 5. The first, *What works to enhance the effectiveness of the Healthy Child Programme*, was published in June 2018. It provides a wealth of information about the evidence for approaches to early intervention for mothers and infants, which may be commissioned and delivered locally as part of Public Health England's Healthy Child Programme. It updates the evidence available since the programme's inception in 2009, including from EIF's *Foundations for Life* review in 2016, and finds that the Healthy Child Programme is a good mechanism for delivering most of the effective or promising approaches identified in the report.

The second, *Key competencies in early cognitive development* (December 2018), sets out the evidence on how best to support children's foundational cognitive development in the early years, covering their understanding of other people (theory of mind), objects, numbers and words. The report identifies risk and protective factors for each of these key competencies, and the implications of the evidence for providing early intervention in the early years, especially when it is targeted at closing the income-related attainment gap.

Published in August 2018, *An initial assessment of the 2-year-old free childcare entitlement* provides original analysis of the take-up and impact of this government policy in terms of closing this attainment gap between disadvantaged children and their peers. While noting that the Early Years Foundation Stage Profile provides an insensitive measure, making change harder to detect, our analysis shows that the attainment gap is closing but only slowly, and that the rate at which it is closing did not accelerate notably in the first two years of the offer being available. Also published in August, *Teaching, pedagogy and practice in early years childcare* provided an accessible overview of the literature on effective pedagogy and practice at this crucial stage, and highlighted the need to assess the effectiveness of different specific methods and approaches in preschool classrooms.

In addition to setting out the social and economic case for early intervention, *Realising the potential of early intervention*, published in October 2018, summarises the evidence on the potential impact of effective early intervention across four key domains of children's development: school achievement and workforce entry; crime, violence and antisocial behaviour; mental health and wellbeing; and obesity and physical health. As well as underpinning all our work to make the case for prioritising and investing in early intervention, *Realising the potential* provides an invaluable introduction to how early intervention works and examples of programmes and approaches which have been shown to be effective.

In March 2019, we published two significant resources focused on increasing the quantity and quality of evaluation of early intervention in the UK. The first, *10 steps to evaluation success*, sets out the milestones along the evaluation journey from a good idea into an intervention that ‘works’, through theories of change and logic models, feasibility studies, pilot evaluations, impact assessments, and quality assurance systems. The second, *Evaluating early help*, focuses on how to conduct evaluations in a complex environment, such as a local early help offer, which may involve many partners and multiple programmes and services. Through these resources, and our ongoing work, we are addressing some of the major challenges facing early intervention commissioners and providers looking to evaluate whether their investments and services have had a positive impact.

We continue to develop our suite of tools and resources, including new maturity matrices (on reducing parental conflict, and speech and language in the early years), a hub website to support the Early Years Transformation Academy, and a pamphlet and video introducing new users to the EIF Guidebook. In February 2019, we added 17 new entries to the Guidebook, our flagship resource for evidence-based information on early intervention programmes, taking the total number past 100. These additions were the result of a successful first open call for submissions to our programme assessment process, which we have repeated in 2019/20.

## EIF Guidebook: the road to 100 programmes

*Jack Martin, senior research officer*

The purpose of the Guidebook is simple: to support commissioners and those designing services to make the best possible decisions by providing access to the best available information about what works. There are a vast array of interventions out there, so it is really important to be clear about which approaches have been shown to improve child outcomes and which ones have not. The EIF Guidebook is how we help people understand which is which.

I have witnessed the progress of the past five years up close, having worked on the Guidebook in a variety of ways since its inception in 2014. Today, I'm lucky enough to be leading our work on the programme assessment process which underpins and feeds into the online tool itself.

Originally, the Guidebook was based entirely upon evidence assessments conducted and published by other similar organisations, such as Blueprints in the United States. But over time, to give ourselves the flexibility to provide information about the evidence for programmes of particular interest to our audience of UK commissioners – including smaller, local programmes which are not often included on large international websites – we have developed the methods, expertise and database technology to produce programme reports based on EIF's own assessments.

As well as the transition to EIF assessments of the evidence, we have made a series of improvements to the Guidebook. In 2017, we overhauled the design to arrange our content in a way which is simple, clear and digestible. In 2018, we introduced new designations for assessments that show mixed findings for a programme's effectiveness, for example in different countries. And in 2019, we expanded the range of filters available to users to identify the programmes most relevant to them, and new 'Spotlight sets' of programmes related to key issues.

So, we've come a long way in the last five years, and it's great to have grown the Guidebook to more than 100 programmes. It is endlessly inspiring to develop a resource that we think has such massive potential to help our users inject evidence into their vital decisions about early intervention.





### New projects and new partnerships

EIF is providing support to the Department for Education's Social Mobility Action Plan, which targets the attainment gap between disadvantaged children and their better-off peers that emerges during the early years. Our new maturity matrix resource for speech, language and communication, published in November 2018, is being used to help a number of local areas to conduct self-assessments in preparation for the peer challenge process.

2018/19 marked the first phase of our two-year Early Years Transformation Academy project. Innovative and intensive, the academy format brings together interdisciplinary teams from services and agencies across a local area, and EIF's evidence base on what works in the early years, to help participating areas to create cohesive local plans. The academy has been produced by EIF in partnership with Better Start Bradford, Born in Bradford and the Staff College. We published a prospectus for the academy in January 2019, and subsequently received 18 applications to take part. In March, we announced the five participating areas: Barking & Dagenham, Dudley, Norfolk, Sandwell, and Westminster / Kensington & Chelsea. The 12-month learning programme is being rolled out with the five local areas in 2019/20.

**“The Academy is a test and learn approach, in terms of how best to support use of evidence by local areas. This is a new approach for EIF. Sometimes it might be a little clunky, as we work things through, but I’m sure it will bring rich learning about the things which don’t work, as well as the successes.”**

**– Ben Lewing, assistant director for policy & practice, EIF blog**

In March 2019, EIF was announced as one of three partner organisations to run the Youth Endowment Fund, a £200 million, 10-year fund from the Home Office, to support interventions and community partnerships working with children between the age of 10 and 14 who are at risk of being drawn into crime and violence. EIF will work with Impetus and the Social Investment Business to provide grant funding to and evaluate interventions across England and Wales, and support promising and effective programmes to reach more young people. This is an invaluable opportunity to test a range of early intervention approaches and build the evidence base in a crucial area.



## New reports and resources

2018

### May

- The cost of late intervention in Northern Ireland

### August

- Teaching, pedagogy and practice in early years childcare: An evidence review
- An initial assessment of the 2-year-old free childcare entitlement: Drivers of take-up and impact on early years outcomes

### June

- What works to enhance the effectiveness of the Healthy Child Programme: An evidence update

### December

- Key competencies in early cognitive development: Things, people, numbers and words

### October

- Reducing Parental Conflict Planning Tool
- Realising the potential of early intervention

### November

- EIF maturity matrix: Speech, language and communication in the early years

### September

- Why reducing parental conflict matters for local government

2019

### January


- Early Years Transformation Academy: Prospectus 2019/20
- Early Years Transformation Academy Hub

### March

- 10 steps for evaluation success
- Evaluating early help: A guide to evaluation of complex local early help systems

### February

- What is the EIF Guidebook?



# Building a strong and sustainable organisation

In order to achieve our objectives, EIF must be a sustainable, high-performing and well-respected organisation. These are the prerequisites for being successful in changing the behaviour of leaders, managers and decision-makers through all of our work. As such, they form the foundational layer – the underpinning assumptions – of our impact framework: to be financially sustainable, to produce high-quality work, to be respected among the sector, to be a place that people want to work, and so on.



## Building EIF's profile

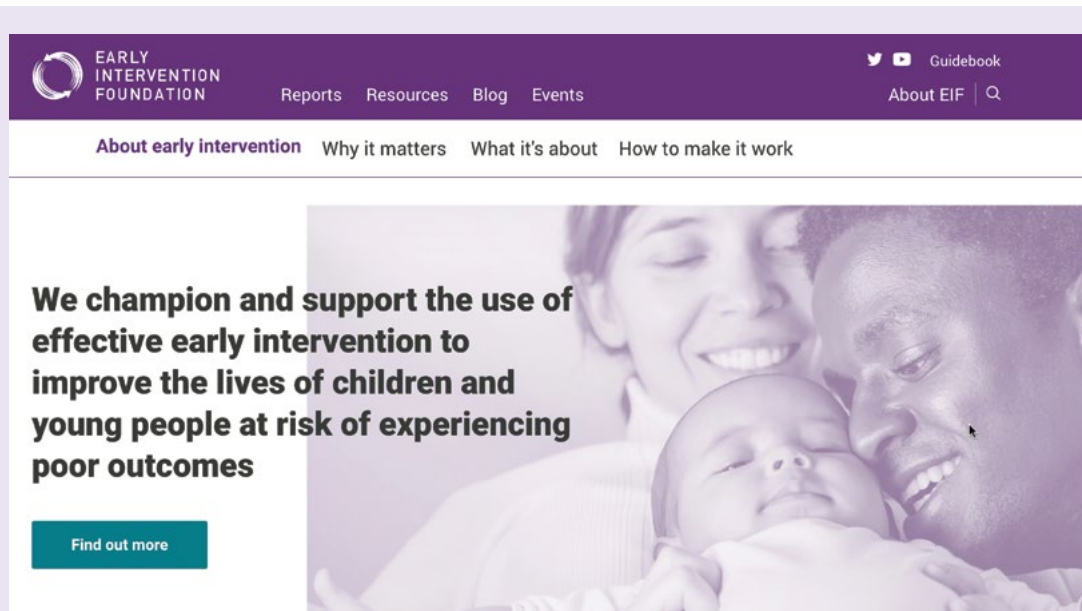
We continue to reach out to important decision-makers across government and Whitehall. In 2018/19, we met with key portfolio ministers across the Department for Education, Department of Work and Pensions and Ministry of Housing, Communities and Local Government, and shadow spokespeople in health and education, as well as senior advisers in Number 10 and the Cabinet Office.

Then-DWP minister Justin Tomlinson spoke at an EIF-run roundtable on the national Reducing Parental Conflict Programme, while science and technology select committee chair the Rt Hon Norman Lamb MP spoke at our *Realising the potential* parliamentary event in December 2018, that we ran in partnership with the Parliamentary Office of Science and Technology.

EIF staff made keynote speeches and presentations at high-profile conferences

across the local government, health and police sectors, including conferences of the Local Government Association, Association of Directors of Children's Services and Public Health England, and the National Children and Adult Services Conference. EIF chief executive Dr Jo Casebourne spoke on two panels at the Conservative party conference, while senior EIF colleagues spoke at conferences and events around England and Wales, in Spain and Australia. On a week-long visit to the United States in September, Jo met with a number of foundations and research institutes, to share experiences and lessons on strategy, ensuring evidence is used, and influencing change in a challenging political environment.

We tracked 24 national or sector press stories by EIF authors or focusing on EIF work, and over 20 instances where EIF experts were quoted on issues including youth justice, family support, health visiting and trauma-informed practice.



## Our new website

The new EIF.org.uk website, launched in October 2018, took a big step forward in terms of providing our readers with a deep and searchable library of evidence and resources, as well as easy-to-read

introductions to why early intervention matters, what it's about, and how to make it work. With a range of technological and design improvements in place, and a sustainable platform for growth, our new website sets up EIF for the second five years of its organisational life.

# Reaching out



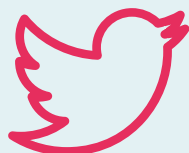
350,000

pageviews on EIF.org.uk  
from 120,000 visitors



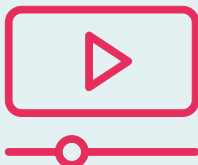
12,500

downloads of  
*Realising the potential of early intervention*



12,000

Twitter followers, generating  
4,300 retweets and likes



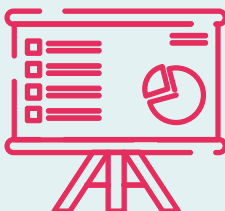
14,500

views of our 2-minute *Realising the potential*  
campaign video across all social channels



Over 150,000

downloads of reports  
and major resources



15

EIF workshops, masterclasses  
and webinars



75%

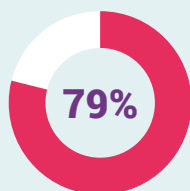
of EIF Guidebook visits from the  
UK come from outside London



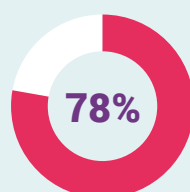
45

national and sector  
press items

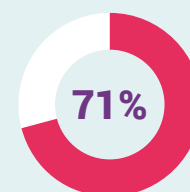
## 2018 staff survey highlights



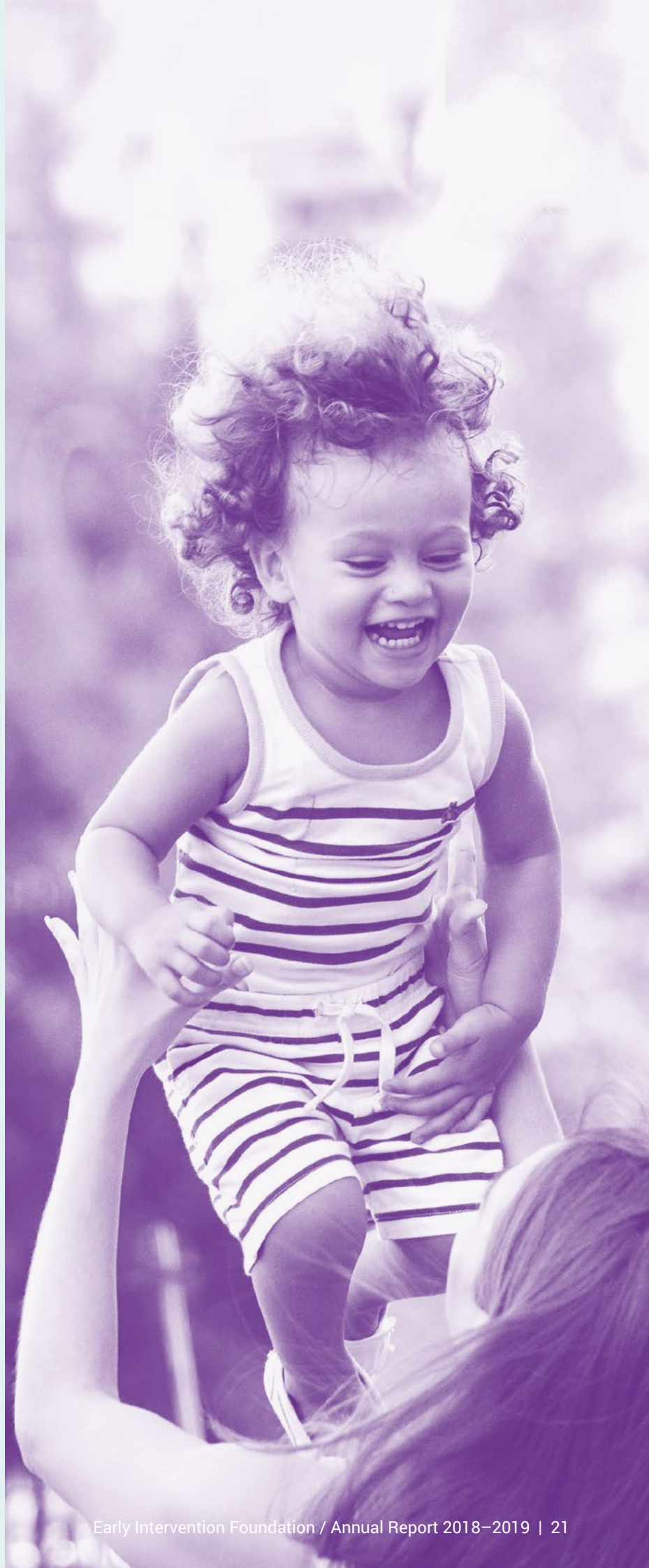
said they have a clear understanding of EIF's purpose and objectives



said they feel committed to EIF's goals



said they'd recommend EIF as a great place to work





# Looking ahead to 2019/20

2019/20 is the second year of EIF's five-year strategy. Our strategy sets out the three areas of focus in our work: making the case for early intervention, generating new evidence, and using evidence to change policy and practice.

The following year is set to be one of growth for EIF, with major new projects requiring new skills and experience. It is essential that we maintain the capacity and expertise to deliver on a demanding work programme, to our usual high standards of quality and rigour.

We will run another open call for early intervention programmes to be assessed and potentially added to the EIF Guidebook, and conduct a rapid review of measurement tools for capturing and describing the types and severity of relationship conflict between parents.

## 1 Making the case

Following on from the launch of *Realising the potential of early intervention* in October 2018, we will focus on generating new support for early intervention as a priority across government departments and at all tiers of national and local government. This includes working with national politicians to create new champions for the early intervention agenda, and with groups and individuals at the local level, to help them communicate the case for effective early intervention.

Following previous analyses of the cost of late intervention in England and Wales (2016) and Northern Ireland (2018), the coming year will see the publication of our analysis of such spending in Australia, produced in collaboration with a group of local partners. This forms part of our ongoing efforts to expand our work and impact internationally, by working with governments, charities and other partnerships in countries where our UK experience can be applied.

## 2 Generating new evidence

Major research projects in the year ahead will focus on ACEs (or adverse childhood experiences), which provide a commonly used framework for understanding the impact of childhood trauma on later outcomes, and on understanding different approaches to providing effective local early years services, including children's centres. Both of these projects relate to highly salient issues or questions for the sector at all levels of government.

Closer to home, EIF's role in the Youth Endowment Fund is to lead its evidence, evaluation and data functions. Over time, this will amount to the most substantial generation of new evidence that we have done to date, and represents a significant shift from synthesising evidence to generating it through new trials and evaluations. We will ensure the latest evidence on what works to reduce youth offending is integrated into the fund's strategy, lead on the design of independent evaluations of all the interventions that it provides a grant to, and design ways to measure the long-term impact of interventions on offending.



### 3 Using evidence to change policy and practice

In the year ahead, we will continue to support two national programmes, the DWP's Reducing Parental Conflict Programme and the DfE's Social Mobility Action Plan, by providing ready access to the latest available evidence, new resources for local areas to use, and direct input where requested.

The Early Years Transformation Academy will proceed, with five participating areas working towards comprehensive, place-based strategies for their early years and maternity services. The academy is an experimental approach for EIF, enabling intensive contact between EIF and these local partners, and between the local partners themselves, to share learning and experiences.

Our work with the Education Endowment Foundation to create guidance for

schools on interventions to support social, emotional and behaviour skills will culminate in a knowledge mobilisation campaign, based on research with head teachers and schools. And we will continue our work to increase the quality and quantity of evaluation of early intervention in the UK, with a particular focus on supporting programmes and managers in the early stages of the evidence journey, through new resources and learning opportunities.

We will also conduct research to deepen our understanding of the barriers commissioners face in making the decision to prioritise or invest in evidence-based early intervention programmes. This kind of work, to understand better who is using our evidence and resources, and how we can help them to do so more easily or more often, has the potential to inform our methods and approach right across the organisation.



# Managing our resources

EIF is a registered charity and What Works Centre. We rely on public funds to undertake our work, and we invest as much as possible in our charitable objectives. EIF is proud to be independent of political and special interest groups.

### Income

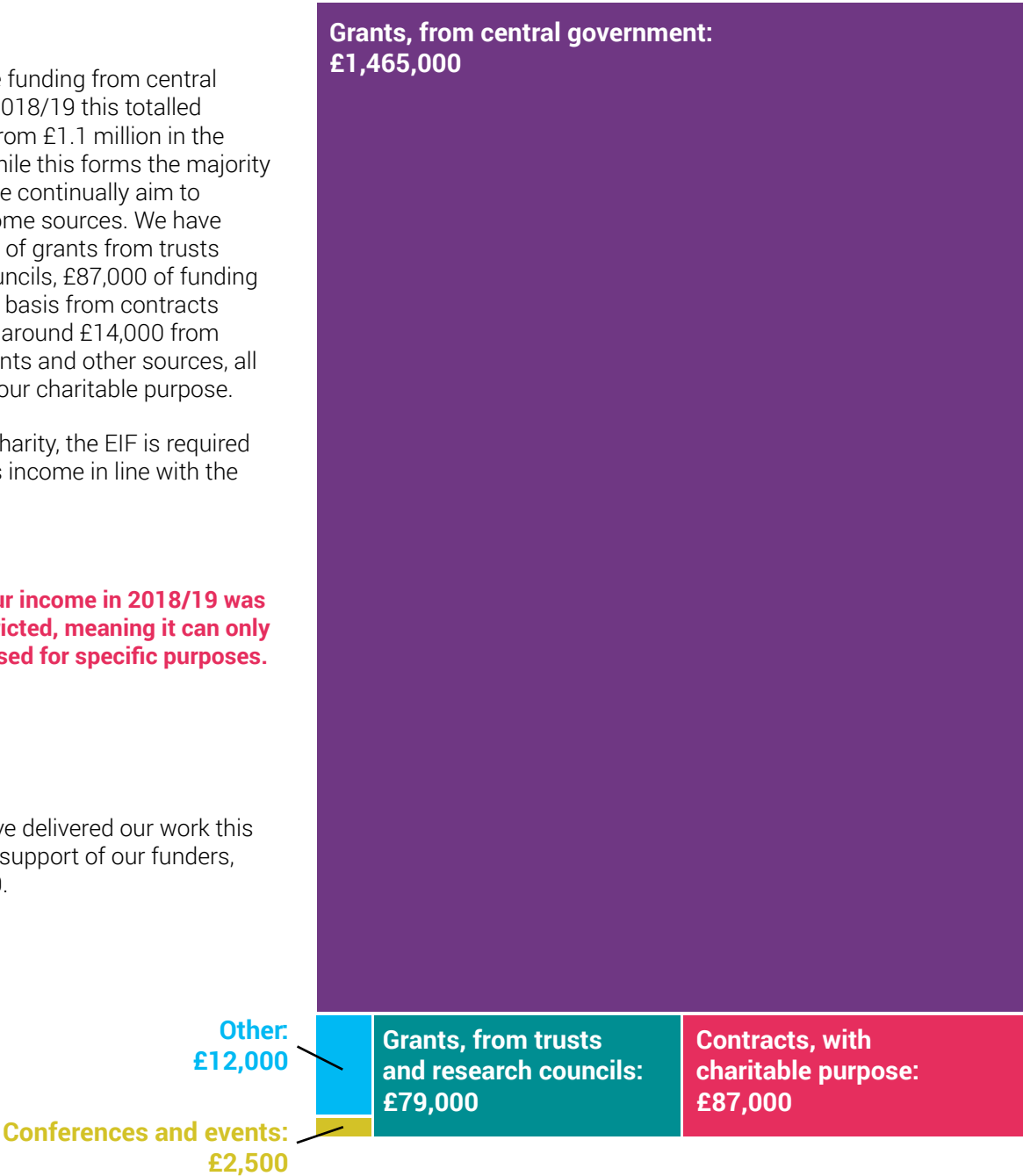
EIF receives core funding from central government. In 2018/19 this totalled £1.5 million, up from £1.1 million in the previous year. While this forms the majority of our funding, we continually aim to diversify our income sources. We have secured £79,000 of grants from trusts and research councils, £87,000 of funding on a commercial basis from contracts for services, and around £14,000 from conferences, events and other sources, all of which further our charitable purpose.

As a registered charity, the EIF is required to account for its income in line with the Charities SORP.

**94%** of our income in 2018/19 was restricted, meaning it can only be used for specific purposes.

### Thank you

We could not have delivered our work this year without the support of our funders, listed on page 29.





## staff employed at the end of 2018/19.

### Expenditure

EIF looks to maximise its in-house capacity to deliver its evidence-based analysis, policy and practice work (project direct costs), and to minimise the cost of its corporate core (management costs).

Of the £1,525,000 disbursed on project direct costs, the equivalent of £1,330,000 was delivered using in-house resources. This means that just £196,000, or 13%, was delivered using external resource, compared to 14% in the prior year. Performing our work in-house delivers a high degree of efficiency and control over quality.

**87%**

**of evidence-based analysis, policy and practice work delivered in-house.**

EIF employs people with a variety of skills in the field of evidence-based policy and practice, many of whom are subject experts in the field of early intervention. EIF provides excellent value for money, and does not currently employ any fundraising staff.

**Support costs:  
£199,000**

**Direct costs, charitable spend:  
£1,526,000**

# Financial statements

## Statement of Financial Activities (Incorporating an Income and Expenditure Account) For the year ended 31 March 2019

|  | Note     | Unrestricted funds<br>£ | Restricted funds<br>£ | 2019 Total funds<br>£ | 2018 Total funds<br>£ |
|--|----------|-------------------------|-----------------------|-----------------------|-----------------------|
| <b>INCOME AND ENDOWMENTS FROM</b>              |          |                         |                       |                       |                       |
| – Donations and legacies                       |          | –                       | –                     | –                     | 2,254                 |
| <b>Charitable activities</b>                   | <b>*</b> |                         |                       |                       |                       |
| – Evidence-based analysis, policy and practice |          | 94,454                  | 1,543,984             | 1,638,438             | 1,427,190             |
| – Investment income                            |          | 7,057                   | –                     | 7,057                 | 5,808                 |
| <b>Total</b>                                   |          | <b>101,511</b>          | <b>1,543,984</b>      | <b>1,645,495</b>      | <b>1,435,252</b>      |
| <b>EXPENDITURE ON</b>                          |          |                         |                       |                       |                       |
| <b>Charitable activities</b>                   |          |                         |                       |                       |                       |
| – Evidence-based analysis, policy and practice |          | 181,014                 | 1,543,984             | 1,724,998             | 1,560,076             |
| <b>NET INCOME/(EXPENDITURE)</b>                |          | <b>(79,503)</b>         | <b>–</b>              | <b>(79,503)</b>       | <b>(124,824)</b>      |
| <b>RECONCILIATION OF FUNDS</b>                 |          |                         |                       |                       |                       |
| Total funds brought forward                    |          | 1,697,810               | –                     | 1,697,810             | 1,822,634             |
| <b>TOTAL FUNDS CARRIED FORWARD</b>             |          | <b>1,618,307</b>        | <b>–</b>              | <b>1,618,307</b>      | <b>1,697,810</b>      |



## Balance Sheet At 31 March 2019

|                                       | 2019<br>£        | 2018<br>£        |
|---------------------------------------|------------------|------------------|
| <b>CURRENT ASSETS</b>                 |                  |                  |
| — Debtors                             | 388,598          | 229,446          |
| — Cash at bank                        | 1,404,792        | 1,874,068        |
|                                       | <b>1,793,390</b> | <b>2,103,514</b> |
| <b>CREDITORS</b>                      |                  |                  |
| — Amounts falling due within one year | (175,083)        | (405,704)        |
| <b>NET CURRENT ASSETS</b>             | <b>1,618,307</b> | <b>1,697,810</b> |
| <b>TOTAL NET ASSETS</b>               | <b>1,618,307</b> | <b>1,697,810</b> |
| <b>FUNDS OF THE CHARITY</b>           |                  |                  |
| — Unrestricted funds                  | 1,618,307        | 1,697,810        |
| — Restricted fund                     | —                | —                |
| <b>TOTAL FUNDS</b>                    | <b>1,618,307</b> | <b>1,697,810</b> |

The financial statements were approved by the Board of Trustees on 22 July 2019 and were signed on its behalf by:



Mr MG Pilgrim, Treasurer

## Early Intervention Foundation

### Cash Flow Statement

#### For the year ended 31 March 2019

|   | Total<br>2018/19<br>£ | Total<br>2017/18<br>£ |
|---|-----------------------|-----------------------|
| <b>Cash flows from operating activities:</b>                              |                       |                       |
| Net movements in funds for the year                                       | (79,503)              | (124,824)             |
| Adjustments to cash flows from non-cash items                             |                       |                       |
| Depreciation and amortisation   | —                     | —                     |
| Finance income  | (7,057)               | (5,808)               |
|   | <b>(86,560)</b>       | <b>(130,632)</b>      |
| Working capital adjustments   |                       |                       |
| Increase/(decrease) in debtors  | (159,152)             | 71,704                |
| (Decrease)/increase in creditors  | (230,621)             | (15,442)              |
| <b>Net cash flow from operations</b>                                      | <b>(476,333)</b>      | <b>(74,370)</b>       |
| <b>Cash flows from investing activities:</b>                              |                       |                       |
| Interest received   | 7,057                 | 5,808                 |
| <b>Net (decrease)/increase in cash and cash equivalents</b>               | <b>(469,276)</b>      | <b>(68,562)</b>       |
| <b>Cash and cash equivalents at the beginning of the reporting period</b> | <b>1,874,068</b>      | <b>1,942,630</b>      |
| <b>Cash and cash equivalents at the end of the reporting period</b>       | <b>1,404,792</b>      | <b>1,874,068</b>      |

The summarised accounts presented here are extracted from the Report of the Trustees and Financial Statements for the year ended 31 March 2019, which were approved by the Trustee Board on 22 July 2019. The report of the auditors on these Accounts was unqualified. These summarised accounts do not contain sufficient information to allow for a full understanding of the financial affairs of EIF. A copy of the full document can be obtained from the charity commission website or EIF's registered office.

# Notes to the Financial Statements

## For the year ended 31 March 2019

|   | Unrestricted<br>funds<br>£ | Restricted<br>funds<br>£ | 2019<br>Total funds<br>£ | 2018<br>Total funds<br>£ |
|---|----------------------------|--------------------------|--------------------------|--------------------------|
| <b>GRANTS FROM CENTRAL GOVERNMENT</b>                   |                            |                          |                          |                          |
| – Department for Education                              | –                          | –                        | –                        | 81,059                   |
| <b>Cross Government Grant 2016/17</b>                   | –                          | –                        | –                        | <b>81,059</b>            |
| – Department for Education                              | –                          | 194,998                  | 194,998                  | 871,366                  |
| <b>Cross Government Grant 2017/18</b>                   | –                          | <b>194,998</b>           | <b>194,998</b>           | <b>871,366</b>           |
| – Department for Education                              | –                          | 570,000                  | 570,000                  | –                        |
| – Department for Work and Pensions                      | –                          | 500,000                  | 500,000                  | –                        |
| – Public Health England                                 | –                          | 100,000                  | 100,000                  | –                        |
| – Ministry of Housing, Communities and Local Government | –                          | 100,000                  | 100,000                  | –                        |
| <b>Cross Government Grant 2018/19</b>                   | –                          | <b>1,270,000</b>         | <b>1,270,000</b>         | –                        |
| – Home Office   | –                          | –                        | –                        | 75,000                   |
| – Public Health England                                 | –                          | 200                      | 200                      | 34,000                   |
|   |                            | <b>1,465,198</b>         | <b>1,465,198</b>         | <b>1,061,425</b>         |
| <b>GRANTS FROM TRUSTS AND RESEARCH COUNCILS</b>         |                            |                          |                          |                          |
| – Local Government Association                          | –                          | –                        | –                        | 15,000                   |
| – Battersea Power Station Foundation                    | –                          | 61,776                   | 61,776                   | 50,248                   |
| – Joseph Rowntree Foundation                            | –                          | –                        | –                        | 60,000                   |
| – Institute of Fiscal Studies                           | –                          | –                        | –                        | 4,000                    |
| – Economic and Social Research Council                  | –                          | 17,010                   | 17,010                   | –                        |
|   | –                          | <b>78,786</b>            | <b>78,786</b>            | <b>129,248</b>           |
| <b>OTHER SOURCES</b>                                    |                            |                          |                          |                          |
| – Contracts with charitable purposes                    | 87,108                     | –                        | 87,108                   | 154,253                  |
| – Conferences and events                                | 2,491                      | –                        | 2,491                    | 43,027                   |
| – Other income  | 4,855                      | –                        | 4,855                    | 39,237                   |
|   | <b>94,454</b>              | –                        | <b>94,454</b>            | <b>236,517</b>           |
|   | <b>94,454</b>              | <b>1,543,984</b>         | <b>1,638,438</b>         | <b>1,427,190</b>         |

The work that we have undertaken in 2018/19 would not have been possible without the support of our funders. Accordingly we would like to extend our thanks to all these organisations for their support.



## **Early Intervention Foundation**

10 Salamanca Place  
London SE1 7HB

W: [www.eif.org.uk](http://www.eif.org.uk)  
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T: @TheEIFoundation  
P: +44 (0)20 3542 2481

EIF is a member of

**What  
Works  
Network** 

EIF is a registered charity (1152605) and a company limited by guarantee (8066785).