



EARLY
INTERVENTION
FOUNDATION

Annual Report

2019–2020

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Chair's message



Professor Nick Pearce
Chair of Board of Trustees

2019/20 was the second year of EIF's five-year strategy, which sets out how we can best work to achieve our mission: to ensure that effective early intervention is used to improve the lives of children and young people at risk of poor outcomes. It was a tumultuous year, dominated at its end by the global Covid-19 pandemic, which we know will have far-reaching consequences for vulnerable children and their families.

At EIF this year, we built on our work to improve evaluation of early intervention programmes and services, added more programmes to our Guidebook, published a literature review of measurement tools as part of our work on reducing parental conflict, conducted data analysis for work in Australia on spending on late intervention, and undertook a major evidence review on adverse childhood experiences (ACEs). Government departments increasingly turn to EIF as a trusted source of evidence-based policy advice and this year we used our evidential resources to support departments' shared outcomes fund bids to HM Treasury, to inform the Healthy Little Minds Programme, and to help develop speech and language pathways in the early years.

In addition, EIF continued to work on programmes for reducing parental conflict, published guidance for primary schools with the Education Endowment Foundation (EEF) to support the development of children's social, emotional and behavioural skills, and worked with five local authorities on their local early years systems as part of our Early Years Transformation Academy (EYTA). We began new work scoping what evidence is needed to support the prevention of domestic violence, and completed research for the Battersea Power Station Foundation looking at early intervention to reduce the risk of gang and youth violence among vulnerable children in two south London boroughs.

‘It was another year of growth for EIF, with a turnover of £2.9 million, compared to £1.6 million in 2018/19.’

2019/20 was the first year of the partnership with Impetus and the Social Investment Business to deliver the £200 million Youth Endowment Fund (YEF). YEF is a bold new attempt to put early intervention at the heart of efforts to tackle serious youth violence. It is both funding and evaluating interventions with children at risk of being drawn into crime and violence, and building up knowledge of what works to prevent this. It focuses on 10–14-year-olds across England and Wales. Being part of the YEF represents a significant shift for EIF, moving us from synthesising evidence to generating evidence at scale for the first time, through commissioning new evaluations to find out what works to tackle youth offending.

It was another year of growth for EIF, with a turnover of £2.9 million, compared to £1.6 million in 2018/19. This was largely driven by an increase in our cross-government grant and success in our partnership bid to run YEF. Our funding now comes from the Department for Education (DfE), Department for Work and Pensions (DWP), the Ministry of Housing, Communities and Local Government (MHCLG), Public Health England (PHE), the Department for Health and Social Care (DHSC), and the Home Office (via Impetus). During 2019/20 we were successful in winning new funding from the Nuffield Foundation, in partnership with the University of Cambridge, to look at common elements of programmes, as a way of strengthening the quality of early years education.

2019/20 was also a year of change for EIF's board. I joined EIF's board as chair in April 2020, after Dame Clare Tickell stepped down, having successfully steered EIF through its transition from a start-up to a mature charity. We are hugely indebted to Clare's leadership of the board, and the support she provided to the staff at EIF for over five years. Four of our founding trustees – Ray Shostak, David Simmonds, Honor Rhodes and Jake Goodman – stepped down from the board this financial year at the end of their second terms. We are extremely grateful for their advice, input and wise guidance. A further six fantastic new trustees joined EIF's board this year: Reshard Auladin, Kelly Beaver and Sally Burlington in July 2019, Joanne Roney and Sharon Kemp in October 2019, and Prof Paul Ramchandani in February 2020. I look forward to working with the new board, and the staff team at EIF, in the year ahead.

Professor Nick Pearce
Chair of Board of Trustees

Chief Executive's message



Dr Jo Casebourne
Chief Executive

2020/21 will be the third year of EIF's five-year strategy, and it started with us reacting quickly to the big questions that our local and national audiences had in the immediate aftermath of the country going into Covid-19 lockdown.

We provided direct advice to government in key policy areas, took a rapid look at the evidence for virtual and digital service delivery, spoke to local authorities and early intervention service providers across the country to find out how they were adapting and what their immediate concerns were, and we are now providing support to local areas to help them evaluate their adapted services using remote and digital delivery, to ensure that we can learn more about the effectiveness and impact of digital delivery during this Covid-19 period. We will continue to engage with our local and national audiences to ensure that our work throughout 2020/21 and beyond informs the national Covid-19 recovery.

As we plan our work programme for the coming year, we will also be considering what work we can do to focus on issues surrounding race and ethnicity, as part of EIF's wider work on diversity and inclusion in 2020/21. Race and ethnicity is not something we have explicitly focused on in our work programme in the past, and we will now be thinking about what the key research gaps are in this area, to shape our work going forward.

‘In light of the impact of Covid-19, and increasing pressures on public spending at all levels, we will continue to loudly make the case that early intervention must be properly funded.’

In terms of generating evidence, 2020/21 will also see us focusing on further work to improve evaluation and our Guidebook, a new major evidence review on adolescent mental health, and research looking at common elements of programmes in early years education. Our work on using evidence to change policy and practice this year includes new initiatives to mobilise the knowledge from our 2019/20 evidence review on adverse childhood experiences (or ACEs), support for local places to use the evidence on maternity and the early years, and continued work to support DWP on reducing parental conflict and to get our guidance for primary schools on social and emotional learning used to change practice. We will also be doing new work to embed a science-based approach to ‘knowledge mobilisation’ within EIF. This will all be supported by a survey of our stakeholders to ensure we are meeting the changing needs of our audiences.

2020/21 will also see the Youth Endowment Fund (YEF) move into its second year and begin to operationalise its new strategy. In 2019/20, EIF will continue to lead the evaluation work of the fund, supporting the evaluation of the grants made in year one and year two, and will be producing evidence and data to inform YEF’s work.

In light of the impact of Covid-19, and increasing pressures on public spending at all levels, we will continue to loudly make the case that early intervention must be properly funded, and to work to ensure that EIF as a charity partners with national policymakers and local service leaders, so that evidence is at the heart of services for vulnerable children and families. We are also looking forward to holding EIF’s national 2020 conference in December 2020, which will be a key moment to come together as a community to discuss the next steps for early intervention in the context of Covid-19 and the crucial funding decisions that lie ahead.

Dr Jo Casebourne
Chief Executive

Understanding our impact

As a What Works Centre, it's vital that we understand how our work is having a positive impact in the world. Our impact framework helps us to plan, deliver and assess our projects and other activity in a way that focuses on achieving real, lasting change.

What is 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 – in our case, to prioritise and invest in effective early intervention – 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, and to plan and deliver projects that work to reduce or remove those barriers.

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.		



The impact framework in action

In 2019/20 we focused on implementing EIF's impact framework and embedding it across EIF projects through:

- supporting project managers to develop impact measures and data collection methodologies
- designing a set of standard data collection tools, to avoid reinventing the wheel from one project to the next
- reviewing the effectiveness of the impact framework after a year of implementation.

The impact framework and its COM-B approach is now firmly in place at the heart of all our project planning and review processes.

To find out more about the EIF impact framework, visit: www.EIF.org.uk/impact



2019/20 highlights: Supporting informed policy, good decision-making and smart investment

Our ability to make an impact rests on a foundation of high-quality research, a reputation for objective and independent advice, and positive, productive relationships across the sector, nationally and locally.

Influencing national policy and investment decisions

By working alongside Whitehall policy teams, and sharing our expertise and experience on behalf of the early intervention community, we are uniquely well placed – and privileged – to help shape decisions that affect the lives of many thousands of people.

We continue to work with the Department for Work and Pensions (DWP) to support the national Reducing Parental Conflict (RPC) Programme. Our RPC Planning Tool was used in every top-tier local authority area bar one, to support local strategic planning, and has provided the basis for DWP's national baseline for measuring local progress in embedding this agenda. Our recent evidence reviews on engaging disadvantaged parents and measuring the impact of parental conflict have been influential, and we continue to provide light-touch advice to the DWP on evaluation of RPC support.

The Department for Education (DfE) drew heavily from our guide on toys and activities to support cognitive development in preparing the advice they are providing to parents, through their Healthy Little Minds Programme. We also worked closely with DfE to support the development of new and existing early years longitudinal studies. And

we were able to contribute our expertise on early child development to developing the Strategic Framework Demonstrator Project on the early years, and the associated Shared Outcomes Fund bid led by DfE.

In the field of early years, we provided expert advice to Public Health England (PHE) in their planned reform of the important Healthy Child Programme, including work to shape the programme's theory of change. PHE also used and cited EIF research and our flagship Guidebook resource in a series of reports on universal approaches to improving young people's mental health and wellbeing. Elsewhere, a National Audit Office study on free early education and childcare drew on our earlier work on the impact of the childcare offer for disadvantaged 2-year-olds.

Both PHE and DfE continue to draw from our early years reports to inform practice guidelines. In particular, the evidence described in our *Key competencies* report has informed the framework used by the speech and language pathway, as well as the pathway's theory of change. And we continue to engage with the Ministry of Housing, Communities and Local Government (MHCLG) about the future shape of the Troubled Families Programme, as a vital form of cross-cutting support for children and families.



Our work is influential beyond Whitehall too: the NSPCC guidance on early help was updated in December and draws heavily on our *Realising the potential* report. Elsewhere, two members of EIF staff were accepted onto prestigious funding or evaluation panels, reflecting our positive reputation and providing an important route to influencing the availability of high-quality research and evaluation.

Increasing capability, opportunity and motivation among key audiences

Through all our work, we aim to provide the information and tools that people need to ensure more effective early intervention is available to those who need it.

The EIF Guidebook is our flagship resource for commissioners. We were pleased by the indications from research carried out by a team from the University of Cambridge in 2019. Through a survey of toolkit users from across the What Works Network, 56% of EIF Guidebook users said it increased their intention to use evidence a lot, 44% said it improved their confidence in using evidence some or a lot, and 51% said it increased their ability, understanding and skills in using evidence some or a lot.

Throughout the year, we worked to understand the particular needs of those who already use our evidence, and those who need more support to feel confident and able to do so. Qualitative research with commissioners and key decision-makers has led to new resources planned for 2020/21, and to further qualitative research into how the EIF Guidebook can most effectively support this crucial group. Elsewhere, research conducted with 400 head teachers and key schools sector organisations, including DFE and Ofsted, has resulted in a 'knowledge

mobilisation' plan to support social and emotional learning (SEL) in schools, and directly informed a set of resources to be published in 2020/21.

'We are beginning to experiment with using behavioural science to help us think about ways to get our evidence used. This involves starting work to drive use of evidence by exploring the current attitudes and behaviours of specific audiences and using this to guide follow-on work.'

– Dr Jo Casebourne & Donna Molloy, EIF blog

When we surveyed users of the Reducing Parental Conflict Hub, 72% said that their understanding of the evidence on parental conflict had improved after accessing the website, and 72% said that they had a better understanding of how to take action.

As part of a gang and youth violence project funded by the Battersea Power Station Foundation, we delivered workshops for charities working with vulnerable young people in London on the use of evidence in theory of change development. We used pre/post feedback forms designed to capture changes in capability, opportunity and motivation, and these showed improvements on all measures.

2019/20: the year in review

All our work – in research, producing resources and engaging with people across the sector – is essential to enabling and supporting our role as a trusted expert and critical friend to decision-makers at all levels.



Providing evidence and analysis

Research is fundamental to our What Works role. Our research brings the evidence from scientific studies and trials together with the expertise of people working in early intervention, to inform debates and decisions about vital policy, services and investment.

Published in February 2020, our report on adverse childhood experiences (ACEs) set out to provide a clear account of the evidence underpinning this high-profile framework and highlight the implications for how it should be used in making important decisions about support for vulnerable children and young people. Read more about this major report, and how it was received, on page 16.

Engaging disadvantaged and vulnerable parents, published in April 2019, is based on a rapid review of evidence on effective ways of keeping participants involved and engaged in parenting and parental conflict programmes. It is designed to support effective implementation and evaluation, and focuses on tackling general barriers to recruitment and retention, such as accessibility and social acceptability, as well as strategies specific to harder-to-reach groups, including fathers and BME or LGBTQ+ parents.

To illustrate the costs of missed opportunities to intervene early, EIF has previously published analyses of 'late spending' on acute and specialist services for children and young people in England and Wales (2015 and 2016) and Northern Ireland (2018). In October, *How Australia can invest in children and return more* was published by a consortium of Australian philanthropic, business and research organisations, based on analysis of federal and state-level spending conducted by EIF. This project provided a fantastic opportunity to share our expertise and experience to inform familiar debates well beyond the UK.

'It is clear many people in Australia take this agenda very seriously and are keen to learn from the UK's experience of tackling these important issues.'

– Will Teager, EIF blog.



Practical guidance and tools

Our practical resources translate the findings of research into actionable guidance and useful tools for decision-makers and practitioners right across the early intervention community.

Our guide to toys and activities that parents can use to support preschoolers' cognitive development, published in September, is a great example of drawing out practical suggestions from previous research. Based on our major 2018 report *Key competencies in early cognitive development*, it identifies age-appropriate toys and activities that can support children to advance their understanding of objects, other people, numbers and words.

Produced in partnership with the Education Endowment Foundation (EEF), *Improving social and emotional learning* provides guidance for primary schools on how to provide effective support for children's social and emotional development. Based on an evidence review commissioned by EIF and EEF from the University of Manchester, it focuses on issues such as integrating SEL into day-to-day teaching, using evidence-based interventions and developing a whole-school approach.

One of our key areas of focus at EIF is supporting more and higher-quality evaluation of early intervention, to build up the UK evidence base on what works. Published in March, *Measuring parental conflict and its impact on child outcomes* provides in-depth advice on selecting appropriate measures to assess whether interventions designed to reduce conflict between parents are having a positive impact on children or the adult couple. In a first for EIF, we conducted detailed assessments on the validity and other characteristics of 18 measures of child and interparental outcomes.

During the year, we added eight new entries to the EIF Guidebook, our flagship resource for evidence-based information on early intervention programmes, bringing the total number to 109. We also updated two programmes, as a result of our annual review of existing Guidebook entries, to reflect changes in the evidence. As in 2018/19, we ran an open call for programme providers and developers to submit programmes for consideration to be assessed, so that the Guidebook continues to reflect the range of programmes on offer to commissioners.

We also redeveloped the Reducing Parental Conflict Hub website, to improve its accessibility and design, following a user feedback exercise; and co-produced and piloted an early help training pack for local authority teams to deliver to councillors.



Collaboration and support

In addition to these reports and resources, we work to provide opportunities for everyone in the early intervention community to learn, share experiences and receive the latest evidence and guidance directly from EIF.

In June, we held two major full-day conference events, in London and Manchester, focusing on the reducing parental conflict agenda, which EIF was instrumental in bringing to national attention. Almost 400 attendees heard from national policymakers, including former family support minister Kit Malthouse MP, and speakers from local authorities and services across the country.

87%

of delegates agreed they had a better understanding of the evidence after attending, and 78% said that they had a better understanding of how to take action locally

Online webinars allow our experts to reach a wide audience in a way that is flexible, convenient and engaging. Throughout the year, our webinars covered the evidence on language and communication development, tools for early years system planning, and how to access funding support for the national Reducing Parental Conflict Programme.

Meanwhile, the Early Years Transformation Academy (EYTA) provided a much more intensive learning and knowledge-sharing experience for teams from five local areas looking to transform their maternity and early years services.

5

Early Years Transformation Academy participants: Barking & Dagenham, Dudley, Norfolk, Sandwell, and Westminster/Kensington & Chelsea

The EYTA was a 12-month guided learning programme, starting in April 2019. It comprised a series of one- and two-day design workshops, online learning and local activities, with participating areas building their understanding of the evidence on early years development, the needs of their local areas, the make-up of the local system, and the changes they wanted to see in a plan for local services. EIF will learn from a formal evaluation of the EYTA in 2020, and build lessons from working with participating areas into our continuing work on early years and maternity services.

'Presenting together really pushed us to deepen our partnership working and the involvement of the whole team. The process has actually led to us taking a huge step forward.'
– EYTA participant, Dudley



Working in partnership

Working with other organisations in the early intervention community and beyond is crucial, to provide additional expertise, access different perspectives and experiences, and reach new audiences.

2019/20 was the first year of the major 10-year partnership to deliver the £200 million Youth Endowment Fund (YEF), through a partnership led by Impetus, the youth charity, with EIF and the Social Investment Business (SIB). Read more about this important new initiative on page 18.

During 2019/20 we were successful in winning new work, in partnership with the University of Cambridge, from the Nuffield Foundation to look at common elements of programmes, as a way of strengthening the quality of early years education provision. Starting in January 2020, this work – with Pedal, the Centre for Research on Play in Education, Development and Learning at the University of Cambridge – digs into the evidence base on effective interventions and approaches to spot the features or elements they have in common.

‘We believe the identification of these practices has the potential to produce meaningful change in practitioners’ skills, knowledge and interaction with children. We are excited to see where this journey will take us.’

– Dr Virginia Ghiara & Dr Aleisha Clarke, EIF blog

Elsewhere, we worked with a range of partners, including with EEF on supporting social and emotional learning in schools, the Local Government Association (LGA) on the local authority peer review process and our early help training pack, and our three invaluable partners – the Staff College of the Association for Directors of Children’s Services (ADCS), Better Start Bradford and Born in Bradford – in the EYTA programme.

2019/20: the year in numbers



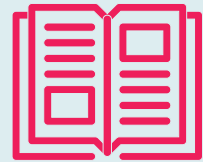
440,000

pageviews on EIF.org.uk
from 150,000 visitors



Over 300,000

downloads of reports
and major resources



11,000

downloads of *Adverse childhood
experiences: What we know, what we
don't know, and what should happen next*



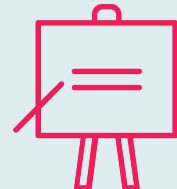
13,500

Twitter followers, generating
over 4,000 retweets and likes



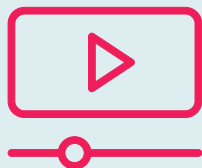
49

national and sector
press hits



73

different local authorities
directly involved in EIF
research, training or support



Over 24,000

views of EIF videos across
all social media channels



90,000

pageviews on the
EIF Guidebook from
35,000 visitors



75%

of EIF Guidebook visits from the
UK come from outside London



92%

of EIF staff said in our 2019 staff survey that
they'd recommend EIF as a great place to work



New reports and resources

2019

April

- Engaging disadvantaged and vulnerable parents: An evidence review

June

- Children, parental conflict and public services conferences, London & Manchester

May

- Early help resource pack

October

- How Australia can invest in children and return more

August

- Early help councillor training

September

- Improving social and emotional learning in primary schools: Guidance report
- Activities and toys that support caregiver–child interaction in the early years

2020

January

- Reducing parental conflict local case examples

March

- Measuring parental conflict and its impact on child outcomes

February

- Adverse childhood experiences: What we know, what we don't know, and what should happen next
- Why reducing the impact of parental conflict matters for schools



ACEs: Understanding the impact of childhood neglect and adversity

Published in February 2020, our major report *Adverse childhood experiences: What we know, what we don't know, and what should happen next* made a significant contribution to the debate about identifying and tackling childhood trauma.

ACEs are a set of 10 adverse childhood experiences that are consistently shown to be associated with an increased risk of poor health and other negative outcomes later in life. Research into ACEs has generated a powerful narrative, which has raised awareness of the lifetime impact of early adversity. However, questions have also been raised about some of the ways in which this evidence is being applied in practice and how public services should best work to prevent and respond to childhood trauma.

With this in mind, we set out to review the latest evidence on ACEs and provide an updated picture of what we know from the science and what this might imply for practice. In part, this work was a response to the 2018 House of Commons science and technology committee's inquiry into early intervention, which noted that progress could only be made if there was clear and robust evidence about the nature of ACEs and their impact on children's development.

‘EIF is offering something much more than a critique of ACEs. It is offering a way forward. It is definitely not saying that ACEs do not have value – in fact, it is saying the opposite. But it is also saying we need to understand the full value of ACEs and their application, before we go policy wild.’

– Chief social worker for children and families Isabelle Trowler, EIF blog

This was an important project for EIF, allowing us to summarise and clarify the evidence on a high-profile issue, highlight some important risks and questions about current approaches, and establish the context for important policy and practice-focused decisions to come. In particular, the report focused on two popular practical applications of the ACEs framework: using the ACEs framework as a way of screening to identify who might need support, which the report highlighted as a misuse of this evidence, and the development of trauma-informed care, an area of practice where more evaluation is needed in order to understand the impact on child outcomes.

The report was particularly well received by Public Health England (PHE), and is reflected heavily in their recent work on public health approaches to childhood vulnerability, and also by Public Health Scotland, who invited us to present its findings before the Scottish Parliament. It has led to further funding from PHE in 2020/21, and to collaboration with the What Works Centre for Children’s Social Care to map the use of trauma-informed care approaches in children’s social work, in order to identify models that could be robustly evaluated to develop the evidence for these practices.

‘Thoughtful and nuanced and bang up-to-date.’

– Prof Stephen Scott, King’s College London

Spreading the word

In terms of reach and engagement, the report and related communications were an outstanding success, reflecting widespread interest in the ACEs agenda and many of the questions we set out to tackle.

The days after publication saw more visitors to the EIF website than ever before, and the ACEs report page saw more traffic in its first week than any other single report did during all of the rest of the year.

The report was also widely shared on Twitter, resulting in EIF’s single most seen and most shared tweet ever, over 3,500 views of our one-minute key messages video, and an unprecedented jump in followers.

To support the launch of the report, we were able to publish blogposts by a series of high-profile writers – including the children’s commissioner, president of the Association for Directors of Children’s Services and the chief social worker for children and families – which provided additional perspectives on the report and resulted in the busiest month ever for the EIF blog.

The Youth Endowment Fund: Collaborating to tackle the impact of youth violence



The Youth Endowment Fund is a 10-year, £200 million investment in finding out what works to prevent children and young people from being drawn into violent crime.

In March 2019, the Home Office announced that the Youth Endowment Fund would be operated by a partnership between Impetus, EIF and the Social Investment Business (SIB), after a competitive and intensive application process. 2019/20, therefore, was the first year of operations for the fund, and saw a huge effort by colleagues from across all three partners to establish a brand new organisation at breakneck pace.

Putting evidence at the heart of the Youth Endowment Fund

EIF's role within the partnership is to lead on evidence and evaluation: to ensure the fund makes decisions that take account of the best available evidence from science and past trials in order to identify the most promising approaches to fund and evaluate, so that we can build the evidence base over time. Through our role in the fund, we will be directly supporting the generation of new

evidence on effective early intervention, which is an exciting prospect and an essential step forward.

2019/20 saw a series of milestones for EIF and the Youth Endowment Fund:

- recruiting a new team to deliver the evidence, data and evaluation functions
- establishing the expert panel of academics who advise the fund
- designing the evaluation framework and setting up the external evaluation panel
- leading government and sector stakeholder engagement
- producing an initial evidence review and data pack to inform the fund's work
- commissioning an evidence and gaps map to shape future research activity
- designing the evidence component of the fund's grant application process
- appointing evaluators and commissioning evaluations of all successful grantees' projects.

We are pleased that the Youth Endowment fund was awarded What Works affiliate status during the year, which reflects the commitment of the new organisation to both using and building the evidence base on youth violence. There is still a long way to go, and the Youth Endowment Fund evidence and evaluation team continues to grow. However, the efforts of the past year have put in place the essential building blocks for the future.

Year one for the Youth Endowment Fund

An early priority for the fund was to award the first grants round. After a concerted effort, the first grants round – an open call – was launched at the end of May 2019, just three months on from the fund's beginning.

In October, the fund announced a total of £18.1 million in grants to 24 projects, working with 36,000 children across England and Wales. These projects encompass a wide range of approaches, from programmes targeting high-risk young people, to family-focused projects, skills and learning interventions, community-based initiatives and sports projects.

Crucially, every project funded by the Youth Endowment Fund will be evaluated in a proportionate way, to assess its effectiveness and generate valuable lessons about what works to reduce the impact of youth violence on young lives.

To find out more, visit
youthendowmentfund.org.uk

Looking ahead to 2020/21

As 2019/20 came to a close, the Covid-19 pandemic and its impact on every aspect of life was beginning to be felt. It was clear that the lockdown, social distancing and the community and economic impacts associated with the virus would have a significant effect on the lives of children and families, for many years to come.

An early priority in 2020/21 was to conduct research with those at the frontline of responding to the pandemic, including local authorities, school leaders and intervention developers, to understand the impact on services, the ways in which they were adapting their practices and procedures, and their insights on the changes and issues they were seeing in children's lives as a result. We conducted a rapid review on the evidence relating to interventions that can be delivered remotely, via online or digital means, as well as mini reviews focusing on particular issues where stresses caused by the pandemic may be having a greater impact, such as parental conflict.

Covid-19 and its impacts on everyday life is likely to be with us for months and years to come. Throughout the coming year and beyond, we will work to provide evidence-based information and resources that are useful and illuminating to those who are making tough decisions about services to support families and children to bounce back.

Making the case

The government spending review presents a crucial opportunity to reassert the case for early intervention as a government-wide priority – particularly in light of the impacts of the pandemic. We will be working to inform and influence the government departments and teams as they assemble their bids, and provide our evidence to support their plans.

The EIF national conference allows us to bring together people from all corners of the early intervention community for a day of

learning and sharing. We will be repeating the national conference, which was last held in 2017, to foster discussion around a set of key evidence issues, such as mental health, childhood adversity and youth violence, as well as the overarching debates about the future of policy and investment to support children and families.

Generating evidence

Generating new evidence is an important long-term goal for EIF. Our evidence synthesis work will focus on a small number of key areas. We will conduct a major evidence review on adolescent mental health, building on our previous work on children's wellbeing and social and emotional development, and pushing EIF into an important new area of early intervention research. Similarly, we will begin a programme of work on domestic abuse, the impact on children in families where it occurs, and the current state of services and support in this area, to build our evidence and understanding on a critical aspect of childhood vulnerability.

Our research into local areas' diverse approaches to early childhood services will be completed. Work on reducing parental conflict, in support of the national programme, will shift to have a greater focus on building intervention and system evidence. And we will begin an innovative multi-year project to identify the 'common elements' that are shared between effective approaches in early childhood education.



Using evidence to change policy and practice

Following on from our major report on adverse childhood experiences (ACEs), we will undertake new work to engage with professionals and practitioners working in children's support, to identify and agree specific policy and practice implications of the current evidence. In a related project, we will look in more depth at the practice of trauma-informed care and how it is being used in different service settings at the moment.

Building on the recently completed Early Years Transformation Academy, we will be producing resources and building relationships to support local places to use the evidence on maternity and the early years. And we will develop a set of training and guidance resources on social and emotional learning in schools, following our qualitative research on this topic with head teachers and others.

The EIF Guidebook is our flagship resource, and the go-to repository of evidence-based information on early intervention programmes in the UK. To ensure it is working as effectively as possible, we are planning both new research with users and, following that, a new set of resources to support commissioners to use the evidence confidently and well in their decision-making.

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

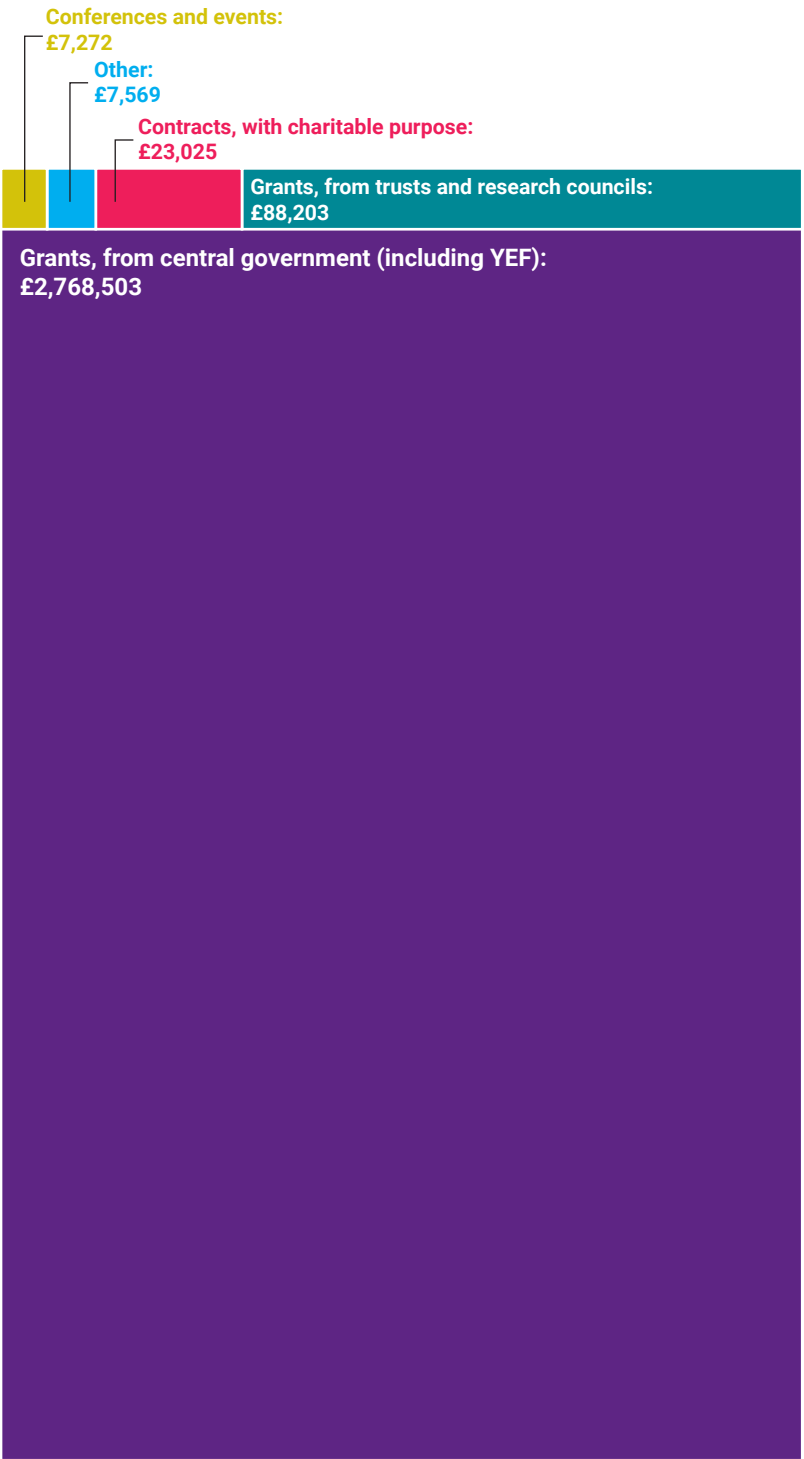
EIF receives core funding from central government. In 2019/20 this totalled £2.8 million (up from £1.5 million the previous year). While this forms the majority of our funding, we continually aim to diversify our income sources. To that end we have secured £88,000 of grants from trusts and research councils, another £23,000 of funding on a commercial basis from contracts for services, and around £15,000 of conferences, events and other income, all of which further our charitable purpose.

99% of our income in 2019/20 was restricted, meaning it can only be used for specific purposes

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

Thank you

We could not have delivered our work this year without the support of our funders, listed on page 27.





staff employed on average over 2019/20

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).

89%

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

Of the £2,238,000 disbursed on project costs, the equivalent of £1,994,000 was delivered using in-house resources, meaning just £244,000, or 11%, was delivered using external resource, (compared to 13% in the prior year). Performing our work in-house delivers a high degree of efficiency and greater control over quality.

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:
£327,000**

**Direct costs, charitable spend:
£2,238,000**

Financial statements

Statement of Financial Activities (Including an Income and Expenditure Account) For the year ended 31 March 2020

	Note	Unrestricted funds £	Restricted funds £	2019/20 Total funds £	2018/19 Total funds £
INCOME:					
— Investments		6,319	—	6,319	7,057
— Charitable activities	*	23,222	2,865,031	2,888,253	1,638,438
Total		29,541	2,865,031	2,894,572	1,645,495
EXPENDITURE:					
— Charitable activities		56,254	2,507,825	2,564,079	1,724,998
NET (EXPENDITURE) INCOME		(26,713)	357,206	330,493	(79,503)
RECONCILIATION OF FUNDS					
Transfers between funds		(7,848)	7,848	—	—
Total funds brought forward		1,618,307	—	1,618,307	1,697,810
TOTAL FUNDS CARRIED FORWARD		1,583,746	365,054	1,948,800	1,618,307

Balance Sheet

At 31 March 2020

	2020 £	2019 £
CURRENT ASSETS		
— Debtors	289,125	388,598
— Cash at bank	1,898,115	1,404,792
	2,187,240	1,793,390
CREDITORS		
— Amounts falling due within one year	(238,440)	(175,083)
NET CURRENT ASSETS	1,948,800	1,618,307
NET ASSETS	1,948,800	1,618,307
FUNDS OF THE CHARITY		
— Restricted funds	365,054	—
— Unrestricted funds: General Fund	1,156,544	1,013,307
— Unrestricted funds: Designated Fund	427,202	605,000
TOTAL FUNDS	1,948,800	1,618,307

The financial statements were approved by the Board of Trustees on 23 July 2020 and were signed on its behalf by:



Mr MG Pilgrim, Treasurer

Early Intervention Foundation

Cash Flow Statement

For the year ended 31 March 2020

	Total 2019/20 £	Total 2018/19 £
Cash flows from operating activities:		
Net movements in funds for the year	330,493	(79,503)
Adjustments to cash flows from non-cash items		
Interest receivable	(6,319)	(7,057)
	324,174	(86,560)
Working capital adjustments		
Decrease/(increase) in debtors	99,473	(159,152)
Increase/(decrease) in creditors	63,357	(230,621)
Net cash flow from operations	487,004	(476,333)
Cash flows from investing activities:		
Interest received	6,319	7,057
Net increase/(decrease) in cash and cash equivalents	493,323	(469,276)
Cash and cash equivalents at the beginning of the reporting period	1,404,792	1,874,068
Cash and cash equivalents at the end of the reporting period	1,898,115	1,404,792

The summarised accounts presented here are extracted from the Report of the Trustees and Financial Statements for the year ended 31 March 2020, which were approved by the Trustee Board on 23 July 2020. 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 2020

	Unrestricted funds £	Restricted funds £	2019/20 Total funds £	2018/19 Total funds £
GRANTS FROM CENTRAL GOVERNMENT				
— Department for Education	—	—	—	194,998
Cross Government Grant 2017/18	—	—	—	194,998
— Department for Education	—	48,935	48,935	570,000
— Department for Work and Pensions	—	—	—	500,000
— Public Health England	—	—	—	100,000
— Ministry of Housing, Communities and Local Government	—	—	—	100,000
Cross Government Grant 2018/19	—	48,935	48,935	1,270,000
— Department for Education	—	951,924	951,924	—
— 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	—
— Department of Health and Social Care	—	70,000	70,000	—
Cross Government Grant 2019/20	—	1,721,924	1,721,924	—
— Department for Work and Pensions	—	201,562	201,562	—
Cross Government Grant 2020/21	—	201,562	201,562	—
— Public Health England	—	—	—	200
Total	—	1,972,421	1,972,421	1,465,198
OTHER GRANTS				
— Youth Endowment Fund	—	796,082	796,082	—
— Battersea Power Station Foundation	—	40,000	40,000	61,776
— Nuffield Foundation	—	18,906	18,906	—
— Economic and Social Research Council	—	29,297	29,297	17,010
	—	884,285	884,285	78,786
OTHER SOURCES				
— Contracts with charitable purpose	23,025	—	23,025	87,108
— Conferences and events	—	7,272	7,272	2,491
— Other income	197	1,053	1,250	4,855
	23,222	8,325	31,547	94,454
	23,222	2,865,031	2,888,253	1,638,438

The work that we have undertaken in 2019/20 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

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EIF is a member of



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