

Research Briefing N° 67

EPPE project: findings on the influences on academic and social-behavioural development at age 11

The Effective Pre-School and Primary Education project (EPPE 3-11:2003-2008) is the second phase of the original Effective Provision of Pre-school Education project (EPPE 3-7: 1997-2003 subsequently extended to 2014). It focuses on the relationships between various child, family, home, pre-school and primary school characteristics, and children's subsequent academic (English and maths) and social-behavioural outcomes ('self-regulation', 'pro-social' behaviour, 'hyperactivity' and 'anti-social' behaviour) at age 11 in Year 6 at the end of Key Stage 2 (KS2).



Key words: EPPE; primary education; Key Stage 2; longitudinal; mixed-method; effectiveness, child development; cognitive development; academic, social-behavioural development; UK

This Research Briefing is related to others on the **Effective Pre-school, Primary and Secondary Education project (EPPE/EPPSE)**: N°s 64, 65, 66, 68 and 69.

Key findings at age 11

Only selected findings are presented here, for more detailed findings see: ['Influences on children's attainment and progress in key stage 2: cognitive outcomes in year 6'](#)

- The most important background predictors of English and maths and self-regulation are: mothers' highest qualification levels and the early years home learning environment (HLE), with background factors generally stronger for academic than social-behavioural outcomes.
- Gender effects on social behaviour were stronger than those for academic outcomes. Girls showed better 'pro-social' behaviour and boys had more 'hyperactivity'. Boys had higher attainment in maths and girls better outcomes in English.
- The influence of pre-school quality and effectiveness persist and is especially important for boys, disadvantaged and SEN children.
- Attending a more academically effective primary school had a significant positive influence on academic outcomes, particularly maths.

What we did

The original Effective Provision of Pre-School Education study (1997 to 2003) monitored children's intellectual and social-behavioural development between the ages of 3–7 years. The EPPE 3-11 extension follows up the sample to the end of primary school (age 11 years). Funded by the Department for Children, Schools and Families (DCSF), the second phase explored:

- Is there a continuing impact of pre-school on children's academic (English and maths) and social-behavioural development (self-regulation, pro-social, hyperactivity and anti-social behaviour) at age 11?
- What is the influence of primary school on children's development?
- How do pre-school and primary school jointly influence children's development?
- What is the impact of the family and home on children's development?

The findings show that child, family and the early years HLE continue to predict children's outcomes at age 11. This is relevant to debates regarding issues of equity in education, and to

Further information

For more detail on implications, methods, analyses and references, see the [full reports](#).

Also see the [project website](#) for information on this and other project phases.

policies that seek to raise standards, reduce the equity gap and promote inclusion.

How we did it

The EPPE 3-11 project contains a series of three 'nested' studies or 'tiers' which help answer specific research questions.

Tier 1 answers the research question about the effectiveness of the 950+ primary schools the EPPE 3-11 children attended. It used statistical data (matched Key Stage 1(KS1) and KS2 national assessment results) for successive pupil cohorts derived from every primary school in the country (over three consecutive years 2002-2004) for English and maths to provide value added estimates of the academic effectiveness of each school.

Tier 2 involved the collection of information on academic and social-behavioural development for every child in the sample in the Spring Term of Year 5, during 2003- 2006.

Tier 3 explored classroom practice through two different but complementary classroom observations schedules.

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