Evaluating the impact of the Parents and Children Together (PACT) programme on the language skills of 3- to 4-year-old nursery children

Technical Appendices E-G

May 2024

Vic Menzies, Paivi Eerola, Bilal Ashraf, Qing Zhang, Helen Cramman, Jochen Einbeck

The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and education achievement. We support schools, nurseries and colleges to improve teaching and learning for 2 – 19-year-olds through better use of evidence.

We do this by:

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

We were set-up in 2011 by the Sutton Trust partnership with Impetus with a founding £125m grant from the Department for Education. In 2022, we were re-endowed with an additional £137m, allowing us to continue our work until at least 2032.

For more information about the EEF or this report please contact:

Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
SW1P 4QP

0207 802 1653

info@eefoundation.org.uk

www.educationendowmentfoundation.org.uk

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Appendix E: Recruitment Document

Appendix E.1 Memorandum of Understanding (MoU)

Parents and Children Together 3 (PACT-3) Project: Memorandum of Understanding (MoU)

Please sign *two* copies, retaining one and returning by email a copy to Dr Kelly Burgoyne (Kelly.burgoyne@manchester.ac.uk) or Stephanie Hargreaves (stephanie.hargreaves@manchester.ac.uk).

School Name:_____   Tel:_____

Address: _____

The research team will:

Recruitment:
• Provide all consent forms and recruitment materials for the study
• Liaise with and support PACT Leads (school project lead) to recruit parents/carers and children to the study
Testing:
• Provide instructions and access to LanguageScreen assessments, and support schools to deliver LanguageScreen assessments
• Conduct researcher-delivered assessments with children in June-July 2022 and May-June 2023
• Ensure that all research staff carrying out researcher-delivered assessments are fully trained and have received DBS clearance
• Provide schools with a school readiness survey for all children in the project
• Collect and analyse all data from the project
Evaluation
• Collect information from PACT Lead (e.g. surveys, PACT record forms)
• Conduct phone interviews with a selection of PACT Leads and parents/carers at two time points during the project
• Collect children's school destination and pupil's UPN data from the PACT Lead
Training and support:
• Provide online training for PACT Leads
• Provide training for parents/carers in the PACT Programme group
• Provide PACT Leads with access to parent/carer training and resources
• Provide ongoing support for PACT Leads and parents/carers
Resources:
• Provide parents/carers in the PACT Programme group with all materials needed to deliver the PACT teaching programme (delivered to school for distribution)
• Provide book boxes for parents/carers and children in the Comparison group at the end of nursery (delivered to school for distribution)
Communication:
• Send out regular project updates/newsletters to parents/carers and to PACT Leads
• Disseminate research findings on completion of the project
Expenses:
• Provide schools with a payment of £500 (1 x £250 payment on completion of assessments in June-July 2022, and 1 x £250 payment on completion of assessments in May-June 2023)
• Provide schools with a £10 voucher at each time point for each child assessed on LanguageScreen

• Provide parents/carers with a £10 voucher for each assessment completed with their child (delivered to school for distribution)

On behalf of the research team, we commit to the EEF PACT-3 Research Project as detailed above:

Principle Investigator: Dr Kelly Burgoyne   Date: 22nd March 2021

The school will:

Staffing:
• Identify 1-2 staff members to act as PACT Lead throughout the project
• Release PACT Lead to attend online training in May 2021
• Allow PACT Lead time to carry out activities to support the project (see PACT Lead responsibilities on the next page)
• Assign a replacement PACT Lead should the original PACT Lead be unable to continue in their role
• Ensure the project activities outlined in the PACT Lead responsibilities are carried out
Testing:
• Provide equipment (i.e. Tablet/iPad) for school staff to conduct LanguageScreen assessments
• Allow school staff time to complete the LanguageScreen assessments with each child on the project (approx. 10 mins per child) at each assessment point
• Allow school staff time to complete a short (5-min) school readiness questionnaire at the end of nursery for each child taking part in the project
• Provide facilities for the research team to conduct researcher-delivered assessments in June-July 2022 and May-June 2023
Evaluation:
• Provide research team with children's school destination data and pupil's UPN data
Training and support:
• Allow PACT Lead to provide parent/carer support sessions at the nursery as needed
Communication:
• Be a point of information for parents/carers seeking information about the project
• Inform the research team of any changes to staffing or possible problems which may impact on the running of the project at the school

On behalf of the school, we commit to the EEF PACT-3 Research Project as detailed above

Head teacher/EYFS Leader/SENCo Signature:

Name of Signatory:

Date:

Telephone Number:

Email Address:

The PACT Lead will:

Recruitment:
• Work with the research team to recruit 10-20 parents/carers and children to take part in the study
• Obtain the required parental/carer participation agreement forms for the study
PACT materials
• Accept delivery in school of the PACT packs and distribute them to families in the PACT programme group
• Accept delivery in school of the book boxes and distribute them to families in the Comparison group
Testing:
• Liaise with the research team and parents/carers to organise LanguageScreen and researcher-delivered assessments
• Support completion of LanguageScreen and school readiness assessments with children taking part in the project
Evaluation
• Complete background information and 3 surveys during the project
• Participate in two short phone interviews with Durham University Researchers if requested
• Provide research team with children's school destination data and UPNs
• Distribute £10 vouchers to parents/carers on completion of assessments
Training and support:
• Attend online training for PACT Leads (date to be scheduled for May 2021)
• Liaise with the research team to organise parents/carers to attend online PACT Programme group training
• Provide ongoing support for parents/carers in the project
• Access support from the research team as needed
Communication:
• Collect and complete project paperwork and submit it to the research team on time
• Communicate with the research team about the progress and timeline for the project in their school
• Notify the research team of any changes/problems which may impact on the running of the project
• Compile project information requested by research team (e.g. surveys, children's attendance) and information received from parents/carers (e.g. surveys, participation agreements, PACT record forms) and send back to research team.
• Follow up parents/carers for missing project information (e.g. surveys, PACT record forms/PACT App forms)

I commit to the EEF PACT-3 Research project as detailed above

PACT Lead Signature:

 PACT Lead Name:

Date:

Telephone Number:

Email Address:

School Name:

Appendix E.2 Child Participation Agreement Form (PAF)

Parents and Children Together 3 (PACT-3) Research Project: Participation Agreement

Thank you for your interest in the PACT research project. By completing this form you are confirming that you have understood:

- The parent information sheet and privacy notice provided to you
- That participation is voluntary and you/your child can withdraw at any time
- That if you have any questions, you can contact Kelly Burgoyne or Stephanie Hargreaves by email (Kelly.Burgoyne@manchester.ac.uk or stephanie.hargreaves@manchester.ac.uk). Please tick all the boxes you agree with below. If you do not tick a box we will assume you do not agree to that point.

If you do not agree to points 1-4, unfortunately you/your child will be unable to participate in this research project.

No.	Statement	Please tick if you agree
1	I agree for my child's full name, date of birth, sex, languages spoken, and home address, to be collected and used in this research project as outlined in the information sheet and privacy notice.*	
2	I agree for my child's school to provide the research team with demographic and nursery attendance information about my child as outlined in the information sheet and privacy notice.*	
3	I agree for the research team to keep my contact details in order to contact me during the research project and provide me with a summary of the findings for this study.*	
4	I agree for my child to be assessed as part of this research project.*	
5	I agree for my child's assessments (delivered by the research team) to be audio recorded to ensure they have been carried out properly.	
6	I agree for the school to provide the research team with the name and address of the school my child will be attending in September 2022.	
7	I agree for the school to provide the research team with my child's Early Years Pupil Premium (EYPP) status (i.e. whether your child is entitled to free school meals)	
9	I agree the research team can use my child's (anonymised) assessment data for other research purposes outside of the PACT project	
10	I agree that my child's data can be archived with the Education Endowment Foundation's (EEF) data archive at the end of the project as described in the privacy notice.	

Appendix E.2 Child Participation Agreement Form

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the Privacy Notice.

Please fully complete the below table.

Your child's details:

First Name:		Last Name:	
Date of Birth: (DD/MM/YY)			
Sex (please circle):	Male Female Prefer not to say		
Home address:			
Post Code:			
Is more than one language used at home with your child? (please circle) Yes No Is English the main language you use with your child at home? (please circle) Yes No If no, what is the main language that you use with your child at home? _____			
Please indicate when your child will be attending nursery: (please circle)	Monday Tuesday Wednesday Thursday Friday	am am am am am	pm all day pm all day pm all day pm all day pm all day

Your details:

Your phone number:		Your email address:	
Details of other Parent/Carer: (if applicable)			
How would you prefer us to contact you? (please circle)	Post Email Phone		
Is English your first language?	Yes No		

By signing this form, you are agreeing to participate in the PACT research project and the statements you have ticked above.

_____   _____   _____

Name of Parent/Carer   Parent/Carer Signature   Date of signature

You will be given a copy of this participation agreement form to keep and refer to at any time. A second copy of the participation agreement form will be kept by the research team.

Parents and Children Together 3 (PACT-3): Evaluating a parent delivered early language enrichment programme for pre-school children

School Information Sheet

Researchers at The University of Manchester and Durham University are conducting a research project funded by the Education Endowment Foundation (EEF). This project will evaluate a parent-delivered early language teaching programme for pre-school children called Parents and Children Together (PACT). The research teams are looking for (Local Authority) maintained school-based nursery settings with 3-4 year old children to participate in this research project. This information letter provides an overview of the project and outlines how schools can be involved in this work.

Background

Oral language skills provide the foundation for formal education and play a significant role in learning to read. Children who experience delays in early language and communication development are at risk of problems learning to read, and of broader educational disadvantage. Finding ways to support early language development in the pre-school years has considerable potential to support better educational outcomes for children.

Parents and Children Together (PACT) is a language teaching programme for pre-school children that parents/carers deliver to their child at home. This programme has been shown to support children's early language and emergent literacy skills. This project will further evaluate the benefits of the PACT programme for children and families in schools in your area.
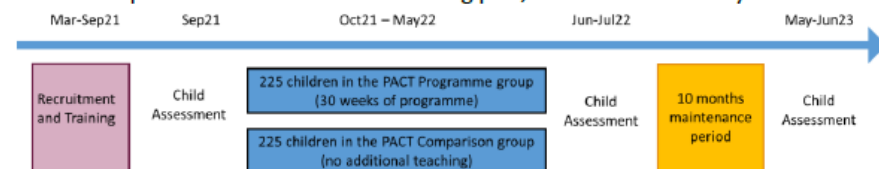
Who will we evaluate the programme with?

We will work with 45-50 schools in Greater Manchester and Lancashire. We aim to recruit 450-500 children and their parents/carers to take part in the project. We are looking for children in nursery schools who will be 3 years old by September 2021, and who will start school in September 2022. Parents/carers taking part need to be able to speak and read English to be able to access the teaching materials.

How will we evaluate the programme?

The teaching programme will be evaluated in a Randomized Controlled Trial (RCT). Children and their parents will be randomly allocated to one of two groups: PACT Programme or Comparison. The PACT Programme group will receive the PACT language teaching programme (described below). The Comparison group will continue as normal and will receive a box of children's storybooks at the end of nursery.

It is important that we randomly assign children to PACT Programme or Comparison groups so that we can objectively assess the effect of the programme on children's development. To test this, we will measure children's early language skills at three time-points during the project: September-October 2021 (pre-test), June-July 2022 (post-test), and May-June 2023 when the children will be in Reception (delayed post-test). At each time-point, a member of school staff will be asked to complete a 10-minute app-based assessment called LanguageScreen (see https://languagescreen.com/ for further details) with each child in the project. At post-test and delayed post-test, a University of Manchester researcher will also visit school to administer other language and early literacy assessments with children in the project. We will also ask schools to complete a short school readiness questionnaire for each child taking part, at the end of nursery.

Mar-Sep21	Sep21	Oct21 – May22	Jun-Jul22		May-Jun23
Recruitment and Training	Child Assessment	225 children in the PACT Programme group (30 weeks of programme) / 225 children in the PACT Comparison group (no additional teaching)	Child Assessment	10 months maintenance period	Child Assessment

As part of the project evaluation, Durham University will ask nursery school staff to fill in three surveys at different points during the project. They will also

interview a school staff member in a sample of schools at two points during the project.

What does the teaching programme involve?

The PACT language teaching programme was developed by a team of psychologists who have expertise in language and literacy development, and in developing and evaluating interventions to support language and literacy skills. The programme supports language development by working on 3 key components: Shared reading, Vocabulary and Narrative skills (storytelling).

PACT session: 20 minutes

Introduction	Settle your child	2 minutes
Reading together	Read the book together and talk about the story	5 minutes
Vocabulary	Talk about new words and what they mean	5 minutes
Stories	Talk about what happens in the story	5 minutes
Reward	Talk about what you did together and give your child a sticker	3 minutes

Parents/carers in the PACT Programme group are trained by the research team to deliver the teaching programme to their child at home, in 20-minute sessions (5 days per week). Families are given all the materials and resources they need to work on the programme for 30 weeks. The materials are published by Book Trust, and are designed to be easy to use, engaging, and motivating for young children.

What would taking part involve for schools?

We will work with schools to: 1) Identify a member of staff in each school to act as the PACT Lead; 2) Recruit and support parents/carers throughout the project; and 3) Organise and complete children's assessments in the school. PACT project leads will be asked to: 1) Attend the online PACT Lead Training; 2) Work with the project team to recruit 10-20 children and their parents to take part; 3) Support PACT Programme group parents to complete their training and to deliver the teaching programme; 4) Liaise with the research team to organise and complete the assessments with children; and 5) Collect routine information from parents and return this to the research team. PACT Leads will need to communicate regularly with the research team and support them to collect information from parents and deliver assessments.

Schools will not need to pay anything to take part. To reimburse your school for any costs incurred, and as a thank you for your support, your school will receive a £500 payment for taking part (paid as 2 x £250 payments). Schools will also receive a £10 voucher for each child assessed using LanguageScreen at each of the 3 time-points (i.e. up to £30 vouchers for each child).

What are the benefits for schools and families?

Nurseries play a key role in supporting children's development, and in engaging parents in their children's learning. Involvement in this project will require commitment from school staff but will offer considerable potential benefits. There is initial evidence that PACT leads to gains in children's language and early literacy. PACT Leads in each school will receive high-quality training from the research team in the delivery of a theoretically-motivated teaching programme to support language and communication in pre-school children, and in ways to support parents to deliver teaching. The project also has potential benefits for supporting positive relationships with families and empowering them to support their child's learning at home. The techniques used in the programme are drawn from strong research evidence and they complement early years teaching practices.

For more information, please contact:

Dr Kelly Burgoyne (PACT Research Manager)
Email: Kelly.Burgoyne@manchester.ac.uk

Stephanie Hargreaves (PACT Research Assistant)
Email: stephanie.hargreaves@manchester.ac.uk

Thank you. We hope you will take part!

Appendix E.4 Information Sheet for Parents

PACT-3 Parent/Carer Information Sheet

You are being invited to take part in the PACT-3 research project. Before you decide whether to take part, please take time to read the following information carefully. Please ask questions if anything is unclear. Thank you.

What is PACT?

Parents and Children Together (PACT) is a language teaching programme that parents/carers work on with their child at home to help their child:

- Learn lots of new words and how they work in sentences
- Listen to and talk about stories
- Understand and tell stories
- Enjoy books and reading

PACT is a 30 week programme that parents and children work on 5 days a week for about 20-minutes. In the programme, parents/carers share storybooks with their child, talk about words and their meanings, and tell stories together.
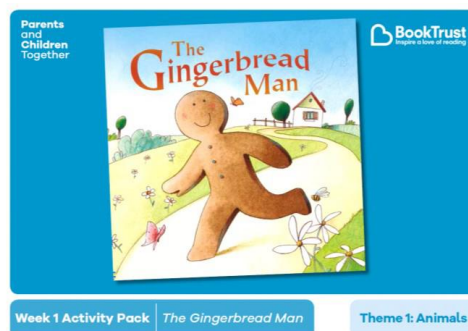
What is the purpose of the research project?

Children's early language and communication skills can make a big difference to how well they learn when they get to school. PACT aims to develop these skills. This research project will test the benefits of the programme and see how parents use it in the year before children start school.

Who will conduct the research?

This research is being conducted by researchers at the University of Manchester and Durham University.

Why have I been chosen?

The research team are working with nursery schools in your local area on this project. We are looking for 450 three-year-old children to take part with their parents.

Who can take part?

Children who will be three years old and in nursery by September 2021, and due to start school in September 2022 can take part in this project. Because the teaching programme is written and delivered in English, parents/carers need to be able to speak and read English to participate. Any adult in the family can be trained to deliver the programme. At this stage, we aren't able to include children who have a diagnosed developmental or learning difficulty. We are also unable to include families with siblings in the same year group in this research project, or families who have taken part in an earlier PACT project.

What happens next?

If you decide to take part in the project, you and your child will be placed in one of two groups: 1) the PACT group OR 2) the comparison group.
The group you are in will be decided randomly, which means that you, the staff in your child's nursery, and the research team, will not be able to choose which group you are in. This is very important because it is the only way we can reliably test whether the programme has any benefits.

Appendix E.4 Information sheet for parents

If you are in the PACT Programme group, you will be asked to complete an online training session. You will be given the PACT programme materials and will be asked to work on the programme with your child for 20 minutes 5 days a week. You will get a new PACT pack every 5 weeks for 30 weeks in total.

If you are in the comparison group, you will be asked to keep doing what you usually do with your child at home. You will receive a box of children's story books at the end of your child's time at nursery.

We will assess all children taking part in the project by asking them to do some activities that tell us about their language and communication skills. In these activities, we will ask children to look at pictures and talk about them; listen to words and sentences and point to pictures; and listen to a story and answer questions about it. Children will complete some of these activities with a teacher or key worker in school, using an App called LanguageScreen (see https://languagescreen.com/ for further details). Other activities will be completed with a member of the research team, who will visit school to see children in the project. Please be assured that all members of the research team have experience working with young children and all have DBS clearance.

Children will take part in the assessments three times: at the start of the project (September 2021 – assessed by school staff only), at the end of nursery (June-July 2022) and at the end of their reception school year (in May-June 2023). Families will receive a £10 voucher for each child assessment completed (i.e. 3 x child assessment completed = £30 vouchers).

We will ask all parents/carers to complete a short survey at the beginning and end of the project. We will also contact a small number of parents to carry out two short telephone interviews during the course of the project. All parents who complete these telephone interviews will receive a £15 voucher.

What information is needed if I decide to participate?

We would like to collect some information about you and your child including your names and your address. We will also ask your child's nursery for some information about your child including attendance information. Full details are provided in the participation agreement form and project privacy notice.

What happens to my information?

We collect and store personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. For the purpose of this research project, and to see how PACT works beyond the project, some of the information provided will be linked with the National Pupil Database (held by the Department for Education and managed by ONS), and shared with the Education Endowment Foundation's (EEF) data archive managed by EEF's data contractor FFT Education. Your child's demographic data will be shared with LanguageScreen to enable the assessment.

You can withdraw from part or all of the research project at any time, without giving a reason, by contacting the research team using the details below or speaking to a staff member at your nursery. For more information about the way we process your personal information and comply with data protection law please read our Privacy Notice.

Who do I contact with my questions?

If you have any questions or concerns about the PACT-3 research project, please contact Dr Kelly Burgoyne or Stephanie Hargreaves by email (kelly.burgoyne@manchester.ac.uk or stephanie.hargreaves@manchester.ac.uk).

What should I do next?

If you are happy for you and your child to take part in the PACT-3 Research Project, please complete and return the attached participation agreement form to your child's nursery.

If you do not want to take part, do not complete a participation agreement form.

Thank you. We hope you will take part!

PACT Lead Privacy Notice

Introduction

The University of Manchester and Durham University (the Universities) perform a valuable role in the Parents and Children Together 3 (PACT -3) Research Project. In order to carry out the project, the Universities process personal data. Data protection legislation means that we must provide individuals with information about how we process personal data. This information is provided in this privacy notice. There are two parts – a general part and a part specific to the PACT-3 project. Please read the privacy information below.

PART 1 – GENERAL PRIVACY NOTICE

Data Controller

The Data Controllers for this research project are The University of Manchester and Durham University.

The Information Governance Unit makes sure the University follows Data Protection legislation. If you have any concerns or would like more information about how your personal data is being processed, please see the University of Manchester Information Governance webpages or contact:

Information Governance Unit, University of Manchester
Telephone: 0161 275 7789
E-mail: information.governance@manchester.ac.uk

Data Protection Officer

The Data Protection Officer is responsible for advising the University on compliance with Data Protection legislation and monitoring its performance against it. If you have any concerns regarding the way in which the University is processing your personal data, please contact the Data Protection Officer:

Alex Daybank, Data Protection Officer

E-mail: dataprotection@manchester.ac.uk

Address: The Data Protection Officer

Information Governance Office

Christie Building

University of Manchester

Oxford Road

Manchester M13 9PL

Retention

The Universities keep personal data for as long as it is needed for the purpose for which it was originally collected. Most of these time periods are set out in the University Records Retention Schedules.

Your rights in relation to your personal data

Privacy notices and/or consent

You have the right to be given information about how and why we process your personal data. This information can be found in our privacy notice. A privacy notice is a verbal or written statement that explains how we use personal data.

Accessing your personal data

You have the right to be told whether we are processing your personal data and, if so, to be given a copy of it. This is known as the right of subject access. You can find out more about this right on the University of Manchester's Subject Access Requests webpage.

Right to rectification

If you believe that personal data we hold about you is inaccurate, please contact us and we will investigate. You can also request that we complete any incomplete data.

Once we have determined what we are going to do, we will contact you to let you know.

Right to erasure

You can ask us to erase your personal data in the following circumstances:

- We no longer need the personal data for the purpose it was originally collected
- You withdraw your consent and there is no other legal basis for the processing
- You object to the processing and there are no overriding legitimate grounds for the processing
- The personal data have been unlawfully processed
- The personal data have to be erased for compliance with a legal obligation
- The personal data have been collected in relation to the offer of information society services (information society services are online services such as banking or social media sites).

Once we have determined whether we will erase the personal data, we will contact you to let you know.

Right to restriction of processing

You can ask us to restrict the processing of your personal data in the following circumstances:

- You believe that the data is inaccurate and you want us to restrict processing until we determine this
- The processing is unlawful and you want us to restrict processing rather than erase it
- We no longer need the data for the purpose we originally collected it but you need it in order to establish, exercise or defend a legal claim and
- You have objected to the processing and you want us to restrict processing until we determine whether our legitimate interests in processing the data override your objection.

Once we have determined how we propose to restrict processing of the data, we will contact you to discuss and, where possible, agree this with you.

Making a complaint

If you are unhappy with the way in which we process your personal data, please let us know so that we can try and put things right. If we are not able to resolve issues to your satisfaction, you can refer the matter to the Information Commissioner's Office (ICO). The ICO can be contacted at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Telephone: 0303 123 1113

Website: [Information Commissioner's Office](#)

PART 2 – TAILORED PRIVACY NOTICE

This section details the privacy information that you need to know before you provide personal data to the University for the particular purpose(s) stated below.

Type(s) of personal data collected and held by the Universities and method of collection:

As Lead for the PACT-3 Research Project at your school, we will collect your name, email address, telephone number and your school name from the PACT-3 Memorandum of Understanding (MoU) form that you sign when agreeing to take part in the study.

We will also ask you to complete online or paper surveys at different time points in the study. These surveys will collect your name and school as well as your views on usual school practice, expected and actual impacts of the PACT programme, and your experiences of delivering the PACT programme.

We will ask some PACT Leads to take part in two interviews during the course of the project. These interviews will explore your experiences of delivering the PACT programme in more depth. These interviews will be audio or video recorded and transcribed afterwards.

Lawful Basis

The lawful basis for processing the data is public task.

How personal data is stored:

All hard copies of PACT data will be stored in a locked cabinet in the project office at the School of Health Sciences at The University of Manchester and the School of Education at Durham University. Electronic data will be stored electronically on encrypted servers and electronic devices authorised by The University of Manchester and Durham University.

How personal data is processed:

The Universities will use this information as part of the delivery and evaluation of the PACT-3 project, funded by the Education Endowment Foundation (EEF). We will hold the MoU forms to show that you have agreed to participate in the project. We will use your email address and telephone number to contact you during the study for various purposes including: sending out and

collecting project related information, such as parental participation forms, PACT record forms, pupil attendance data, and project surveys; arranging researcher visits to the school for assessments; organising training and support sessions; and arranging telephone interviews.

We will use the survey and interview data to understand and evaluate the PACT programme in more depth so that we can write an end of project report to be published on the Education Endowment Foundation (EEF)' s website and so we can write and publish academic papers about the project.

How personal data is shared:

The School of Health Sciences at The University of Manchester shares personal data with the School of Education at Durham University, where the evaluation team and project statisticians are based. This is necessary in order to conduct the project's data analyses and write the research report.

Survey and interview data will be collected only by Durham University and no personal identifiable data will be shared with The University of Manchester for these aspects.

How long personal data is held:

The personal data we hold about you will be destroyed within 5 years of the end of the project by April 2029.

How to object to School of Health Sciences at The University of Manchester processing your personal data:

Please get in touch by email (Kelly.Burgoyne@manchester.ac.uk) or call 0161 306 1672

The University of Manchester will share this information with the Durham University Information Governance Team in the event of a query or objection raised.

Further information:

If you have questions or concerns about how your data will be used for the PACT-3 Research Project, please get in touch by email (Kelly.Burgoyne@manchester.ac.uk) or call 0161 306 1672

Appendix E.6 Privacy Notice for Parents

Parent/Carer Privacy Notice

Introduction

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Alex Daybank, Data Protection Officer

E-mail: dataprotection@manchester.ac.uk

Address:

The Data Protection Officer

Information Governance Office

Christie Building

University of Manchester

Oxford Road

Manchester M13 9PL

Retention

The Universities keeps personal data for as long as it is needed for the purpose for which it was originally collected. Most of these time periods are set out in the University Records Retention Schedules.

Your rights in relation to your personal data

Privacy notices and/or consent

You have the right to be given information about how and why we process your personal data. This information can be found in our privacy notice. A privacy notice is a verbal or written statement that explains how we use personal data

Accessing your personal data

You have the right to be told whether we are processing your personal data and, if so, to be given a copy of it. This is known as the right of subject access. You can find out more about this right on the University of Manchester's Subject Access Requests webpage.

Right to rectification

If you believe that personal data we hold about you is inaccurate, please contact us and we will investigate. You can also request that we complete any incomplete data.

Once we have determined what we are going to do, we will contact you to let you know.

Right to erasure

You can ask us to erase your personal data in the following circumstances:

- We no longer need the personal data for the purpose it was originally collected
- You withdraw your consent and there is no other legal basis for the processing
- You object to the processing and there are no overriding legitimate grounds for the processing
- The personal data have been unlawfully processed
- The personal data have to be erased for compliance with a legal obligation
- The personal data have been collected in relation to the offer of information society services (information society services are online services such as banking or social media sites).

Once we have determined whether we will erase the personal data, we will contact you to let you know.

Right to restriction of processing

You can ask us to restrict the processing of your personal data in the following circumstances:

- You believe that the data is inaccurate and you want us to restrict processing until we determine this
- The processing is unlawful and you want us to restrict processing rather than erase it
- We no longer need the data for the purpose we originally collected it but you need it in order to establish, exercise or defend a legal claim and
- You have objected to the processing and you want us to restrict processing until we determine whether our legitimate interests in processing the data override your objection.

Once we have determined how we propose to restrict processing of the data, we will contact you to discuss and, where possible, agree this with you.

Making a complaint

If you are unhappy with the way in which we process your personal data, please let us know so that we can try and put things right. If we are not able to resolve issues to your satisfaction, you can refer the matter to the Information Commissioner's Office (ICO). The ICO can be contacted at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Telephone: 0303 123 1113

Website: Information Commissioner's Office

PART 2 – TAILORED PRIVACY NOTICE

This section details the privacy information that you need to know before you provide personal data to the University for the particular purpose(s) stated below.

Type(s) of personal data collected and held by the Universities and method of collection:

The School of Health Sciences in the University of Manchester will collect your child's name, date of birth, sex, details of the languages spoken at home, and nursery attendance patterns, along with your name, mobile phone number, email address and home address and postcode from the participation agreement form that you complete when you agree to take part in the PACT-3 Research project. Both universities will store this together with the name of the school that your child attends.

If you agreed in the participation agreement, we would collect information about your child from your child's nursery. This information includes details about your child (including date of birth, sex, nursery attendance data, Eligibility for Early Years Pupil Premium (EYPP), Unique Pupil Number (UPN) and the school your child will be attending in September 2022. We may contact you to confirm some of this information.

If you agree to take part in the PACT-3 project, we will assess your child's language and communication skills at the beginning of the project (September 2021), at the end of nursery year (June/July 2022) and again at the end of Reception (May/June 2023). At all three time points we will assess your child's language and communication skills using the LanguageScreen assessment which is administered to your child by a member of staff in your child's school using the LanguageScreen app. The data from this app is uploaded to OxEd, the external company which manages the app, and they will provide your data to the Durham and Manchester University research teams securely. OxEd will use the data collected using the LanguageScreen app to improve their assessment and for further research into language development; you can opt-out of OxEd processing your data for this purpose by contacting the PACT project team. Further information about LanguageScreen can be found on the website (LanguageScreen.com).

At the end of nursery and at the end of Reception language assessments will also be completed face-to-face by researchers authorised by the University of Manchester. This data will include: the Clinical Evaluation of Language Fundamentals (CELF) assessment, The British Picture Vocabulary Scale, The Action Picture Test, and the York Assessment for Reading Comprehension Assessment. If you agreed in the participation agreement, these assessments will be audio recorded in order to assess the quality of the assessment delivery.

At the end of nursery, we will also ask your child's nursery teacher or key worker to complete a measure of your child's school readiness called BESSI.

As part of the evaluation, Durham University will ask parents/carers to complete a survey at the beginning of the project (September 2021), and again in June 2022. These surveys will include the Home Learning Environment questionnaire, and questions about the activities you do at home with your child.

If you are part of the PACT group, the University of Manchester will collect details of your attendance at training as well as asking you to complete PACT record forms/mobile app to show which activities you have completed each day for the PACT Programme.

Some parents will also be asked to carry out two telephone interviews with a member of the Durham University research team. These interviews will be audio recorded with your permission.

Lawful Basis

The lawful basis for processing the data is public task.

How personal data is stored:

All hard copies of PACT data will be stored in a locked cabinet in the project office at the School of Health Sciences at The University of Manchester and the School of Education at Durham University. This information will also be stored electronically on encrypted servers and electronic devices authorised by The University of Manchester and Durham University; including survey software or transcription services approved by Durham University. Audio recordings will be made using an audio recorder or secure computer software. The files will be transferred from any standalone recorder as soon as possible after recording to be stored electronically and the original file deleted.

How personal data is processed:

The University of Manchester and Durham University will use this information as part of the PACT-3 research project, funded by the Education Endowment Foundation (EEF).

The purpose of storing your personal contact information (name, phone number, email address, home address) is for the research team to be able to get in touch with you about the project. We may also use your postcode for research purposes investigating the effects of socio-economic status.

The participation agreement forms will be stored in order to show that you agreed to participate in the project.

The purpose of your child's nursery attendance pattern information is to support the scheduling of assessments.

Audio recordings of your child's assessments will be used to assess the quality of the delivery of the assessments.

All information provided about your child, as detailed in the previous section, will be analysed together with data from other children in the project to investigate the effect of the PACT programme and children's language development. The analysis will be used to write an end of project evaluation report and other academic publications. No individual child, parent/carer or nursery will be identified in any report or publication.

If you agree in the Participation Agreement Form, your child's information will be linked with the National Pupil Database (NPD) (held by the Department for Education) and shared with EEF, and their data contractor (FFT Education) for longitudinal analysis, quality assurance and analytical developments. After the project, your child's data will be stored in the EEF's data archive (managed

by FFT Education and ONS) and may be linked to other datasets after archiving. Anonymous data may be shared with other research teams after archiving for further research.

Your survey responses and the information collected from record form/app and interviews will be linked to the other information about your child (see above) and analysed along with the responses of other parents/carers. Your responses to the Home Learning Environment questions within each of the parent surveys will be included in the information shared with EEF and their data contractor (FFT Education) as described above. Other identifiable survey information will not be shared beyond the Durham University and University of Manchester teams.

Interviews will be audio recorded and then transcribed; this may be done by an external agency who will be required to adhere to the data protection requirements of Durham University. The transcriptions will then be analysed. The analysis from the surveys and interviews will be used to write the end of project evaluation report and any publications; however, no individual child, parent or nursery will be identified in any report or publication.

How personal data is shared:

The School of Health Sciences at Manchester University shares personal data with the School of Education at Durham University, where the evaluation team and project statisticians are based. This is necessary in order to conduct the project's data analyses and write the research report.

Survey and interview data will be collected only by Durham University and no personal identifiable data will be shared with The University of Manchester for these aspects (with the exception of the Home Learning Environment survey questions). The School of Education at Durham University shares personal data with EEF and FFT Education (as described above) for linking to the National Pupil Database for long term follow up of a child's progress, for quality assurance and for analytic developments. Audio recordings of interviews may be shared with external transcription services approved by Durham University for conversion of audio data to text. No sensitive personal information will be shared outside of Durham University or its approved contractors. Durham University will share your child's details (Name, School, Date of Birth, Sex, UPN with OxEd for the administration of the LanguageScreen assessment (as described above).

How long personal data is held:

The personal information we hold about you and your child will be destroyed within 5 years of the end of the project by April 2029.

How to object to School of Health Sciences at The University of Manchester processing your personal data:

Please get in touch by email (Kelly.Burgoyne@manchester.ac.uk or Stephanie.Hargreaves@manchester.ac.uk) or call 0161 275 7208.

The University of Manchester will share this information with the Durham University Information Governance Team in the event of a query or objection raised.

Further information:

If you have questions or concerns about how your data will be used for the PACT-3 Research Project, please get in touch by email (Kelly.Burgoyne@manchester.ac.uk or Stephanie.Hargreaves@manchester.ac.uk) or call 0161 275 7208.

Appendix E.7 Three-way Data Sharing Agreement between developer team, evaluation team and schools recruited at the start of the project

PACT-3: DATA SHARING AGREEMENT

Durham University

This Agreement dated [   ] is made **BETWEEN:**

1. **UNIVERSITY OF DURHAM**, the Palatine Centre, Stockton Road, Durham, DH1 3LE ("Durham"); and

2. **THE UNIVERSITY OF MANCHESTER** a Royal Charter corporation registered under number RC 000797, (acting through Professor Steven Pryjmachuk of the School of Health Sciences) an exempt charity whose administrative offices are at Oxford Road, Manchester M13 9PL, United Kingdom ("Manchester"); and

3. [   ], having its principal office at [   ] "School")

The aforesaid organisations are hereinafter referred to individually as "Party" and collectively as "the Parties"

WHEREAS

   A. The Data Discloser agrees to share the Personal Data with the Data Receiver on terms set out in this Agreement.

   B. The Data Receiver agrees to use the Personal Data on the terms set out in this Agreement.

   C. This is a free-standing Agreement that does not incorporate commercial business terms established by the Parties under separate commercial arrangements.

1. **INTERPRETATION**

1.1.   The following definitions and rules of interpretation shall apply to this Agreement:

"Agreed Purposes"	shall have the meaning given to it in Clause 2 of this Agreement;
"Agreement"	means this Agreement and its Schedules, which is a free-standing document that does not incorporate commercial business terms established by the Parties under separate commercial arrangements;
"Business Day"	means a day other than a Saturday, Sunday or public holiday in England when banks in London are open for business;

"Commencement Date"	means 01/05/2021;
"Commissioner"	means the relevant Commissioner in the territories where the Parties to this Agreement are established.
"Data Discloser"	means a Party disclosing Shared Personal Data under the terms of this Agreement;
"Data Receiver"	means a Party receiving Shared Personal Data under the terms of this Agreement;
"Data Protection Legislation"	means (i) the UK Data Protection Act 2018; (ii) General Data Protection Regulation enacted by the Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2019 (as amended by the Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020 (iv) any other laws and regulations relating to the processing of personal data and privacy which apply to a Party and, if applicable, the guidance and codes of practice issued by the relevant data protection or Commissioner;
"Personal Data Breach"	means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to the Shared Personal Data;
"Shared Personal Data"	means the Personal Data to be shared between the Parties under Clause 3 of this Agreement;
"Subject Access Request"	means the exercise by a Data Subject of his or her rights under Article 15 of the GDPR;

1.2.   Controller, Processor, Data Subject and Personal Data, Special Categories of Personal Data, Processing and "appropriate technical and organisational measures" shall have the meanings given to them in the Data Protection Legislation.

1.3.   Clause, schedule and paragraph headings shall not affect the interpretation of this Agreement.

1.4.   The Schedules form part of this Agreement and shall have effect as if set out in full in the body of this Agreement. Any reference to this Agreement includes the Schedules.

1.5.   Unless the context otherwise, requires, words in the singular shall include the plural and in the plural shall include the singular.

1.6.   A reference to a company shall include any company, corporation or other body corporate, wherever and however incorporated or established.

1.7.   A reference to a statute or statutory provision shall include all subordinate legislation made from time to time under that statute or statutory provision.

1.8.   References to Clauses and Schedules are to the clauses and schedules of this Agreement and references to paragraphs are to paragraphs of the relevant Schedule.

1.9. Any words following the terms including, include, in particular or for example or any similar phrase shall be construed as illustrative and shall not limit the generality of the related general words.

1.10. In the case of any ambiguity between any provision contained in the body of this Agreement and any provision contained in the Schedules, the provision in the body of this Agreement shall take precedence.

1.11. A reference to writing or written includes fax and email.

1.12. Unless the context otherwise requires the reference to one gender shall include a reference to the other genders.

2. PURPOSE

2.1. This Agreement sets out the framework for the sharing of Personal Data amongst the Parties as Controllers. It defines the principles and procedures that the Parties shall adhere to and the responsibilities the Parties owe to each other in respect of that Data.

2.2. The Parties consider this data sharing activity necessary in order to evaluate the impact and implementation of the PACT-3 Research Project ("the Project") and to further knowledge about children's early language development. The aim of the data sharing initiative is to enable the recruitment to, and delivery of the Project, and the evaluation of the Project. The knowledge gained through this Project will enhance understanding of what can help with early language and literacy development to improve future practice. It will serve to benefit the children, parents/carers and staff at the participating schools/nurseries so that they can be involved in the Project and will serve to benefit the knowledge base around the effectiveness of the particular PACT programme and language development more generally. The data sharing activity will also benefit the lead researchers on the PACT-3 Research Project so that they can publish research papers and disseminate the learning to improve future provision.

2.3. The Parties agree to only process Shared Personal Data, as described in Clause 3 below, for the following purposes:

2.3.1. Recruitment of schools and participants to the Project

2.3.2. Co-ordination of the Project

2.3.3. Evaluation of the Project including the administration and analysis of assessments

2.3.4. Conducting research into Early Language Learning (the "Agreed Purposes")

2.4. The Parties shall not process Shared Personal Data in a way that is incompatible with the Agreed Purposes described in this Clause.

2.5. Each Party shall appoint a single point of contact ('SPoC') who will work together to reach agreement with regards to any issues arising from the sharing of data under this Agreement and to actively improve the effectiveness of the data sharing in respect of the Agreed Purposes. The SPoC for each of the Parties are:

2.5.1. Victoria Menzies on behalf of Durham; and

2.5.2. Kelly Burgoyne on behalf of Manchester; and

2.5.3. [   ] on behalf of School

2.6. This Agreement shall be deemed to have commenced as of the Commencement Date, and shall continue in full force and effect until the 30th April 2024 (the "Term"), unless extended or earlier terminated in accordance with the terms of this Agreement.

3. SHARED PERSONAL DATA

3.1. The following types of Personal Data will be shared between the Parties during the Term of this Agreement (the "Shared Personal Data"):

3.1.1. Pupil data: Pupil's name, date of birth, sex, address, postcode, English as a main language spoken at home, main language spoken at home, number of languages spoken at home, nursery attendance pattern, trial allocation group, pupil UPN, name of school attending 2021/2022 and 2022/2023, Early Years Pupil Premium (EYPP) Status, involvement in other language interventions at school, pupil assessment data from CELF, BPVS, APT, BESSI, YARC, LanguageScreen, and audio recordings.

3.1.2. Parent/carer data: name, address, email address, phone number, contact preference, participation agreement forms, pre- and post-PACT surveys including Home Learning Environment, PACT usage record forms and PACTapp data, PACT training attendance information, notes on project involvement (e.g. withdrawal reasons, notes on participation).

3.1.3. School data: Head Teacher's or senior leadership team member name and email address, Pact Lead's name and role within school, PACT Lead email address and telephone number, notes such as staff changes, withdrawal reasons, surveys, phone interviews, training attendance information, Memorandum of Understanding (MoU).

3.2. Special Categories of Personal Data will not be shared between the Parties:

3.3. The Shared Personal Data must not be irrelevant or excessive with regard to the Agreed Purposes.

3.4. The sharing of Personal Data is documented in more detail, in Appendix A.

4. LAWFUL, FAIR AND TRANSPARENT PROCESSING

4.1. The Parties acknowledge and agree that in processing the Shared Personal Data for the Agreed Purposes they shall each be a separate Data Controller, and do not intend to process the Data jointly or in common with each other.

4.2. If one Party acts as the other Party's Data Processor for the Agreed Purposes the Data Processor Party agrees that it shall:

4.2.1. act only on the instructions of the Data Controller Party in relation to that Party's Personal Data; and

4.2.2. comply with obligations equivalent to those imposed on the Data Controller Party by principle (f) of Article 5(1) GDPR.

4.3. Each Party shall ensure that it processes the Shared Personal Data fairly and lawfully in accordance with this Clause 4 and Clause 12 during the Term of this Agreement.

4.4. Each Party shall ensure that it has legitimate grounds under the Data Protection Legislation for the processing of Shared Personal Data.

4.5. The Data Discloser shall, in respect of Shared Personal Data, ensure that it provides clear and sufficient information to the Data Subjects, in accordance with the Data Protection Legislation, of the purposes for which it will process their Personal Data, the legal basis for such purposes and such other information as is required by Article 13 of the GDPR including:

4.5.1. if Shared Personal Data will be transferred to a third party, that fact and sufficient information about such transfer and the purpose of such transfer to enable the Data Subject to understand the purpose and risks of such transfer; and

4.5.2. where applicable if Shared Personal Data will be transferred outside the European Economic Area (EEA) pursuant to Clause 7.3 of this Agreement, that fact and sufficient information about such transfer, the purpose of such transfer and the safeguards put in place by the Controller to enable the Data Subject to understand the purpose and risks of such transfer.

5. DATA SUBJECTS' RIGHTS

5.1. The Parties each agree to provide such assistance as is reasonably required to enable the other Parties to comply with Subject Access Requests from Data Subjects within the time limits imposed by the Data Protection Legislation.

5.2. The SPoC for each Party is responsible for maintaining a record of individual requests for information, the decisions made and any information that was exchanged. Records must include copies of the request for information, details of the data accessed and shared and where relevant, notes of any meeting, correspondence or phone calls relating to the request.

6. DATA RETENTION AND DELETION

6.1. The Data Receiver shall not retain or process Shared Personal Data for longer than is necessary to carry out the Agreed Purposes.

6.2. Notwithstanding the provisions of Clause 6.1 above, the Parties shall continue to retain Shared Personal Data in accordance with any statutory or professional retention periods applicable in their respective countries and/or industry.

6.3. The Data Receiver shall ensure that any Shared Personal Data are returned to the Data Discloser or destroyed in the following circumstances:

6.3.1. on expiry or termination of this Agreement;

6.3.2. once processing of the Shared Personal Data is no longer necessary for the

Agreed Purposes for which it were originally shared.

6.4. Following deletion of Shared Personal Data in accordance with this Clause 6, the Data Receiver shall notify the Data Discloser that the Shared Personal Data in question has been deleted.

7. TRANSFERS

7.1. For the purposes of this Clause, transfers of Personal Data shall mean any sharing of Personal Data by the Data Receiver with a third party, and shall include, but is not limited to, the following:

7.1.1. subcontracting the processing of Shared Personal Data;

7.1.2. granting a third party controller access to the Shared Personal Data.

7.2. If the Data Receiver appoints a third party processor to process the Shared Personal Data it shall comply with Article 28 and Article 30 of the GDPR and shall remain liable to the Data Discloser for the acts and/or omissions of the processor.

7.3. The Data Receiver may not transfer Shared Personal Data to a third party located outside the EEA unless it:

7.3.1. first obtains the express written permission of the Data Discloser;

7.3.2. complies with the provisions of Articles 26 of the GDPR (in the event the third party is a joint controller); and.

7.3.3. ensures that (i) the transfer is to a country approved by the European Commission as providing adequate protection pursuant to Article 45 of the GDPR; (ii) there are appropriate safeguards in place pursuant to Article 46 of the GDPR; or (iii) one of the derogations for specific situations in Article 49 of the GDPR applies to the transfer.

8. SECURITY AND TRAINING

8.1. The Data Discloser shall only provide the Shared Personal Data to the Data Receiver by using secure methods as agreed in writing with the Data Receiver.

8.2. The Parties undertake to have in place throughout the Term appropriate technical and organisational security measures to:

8.2.1. prevent:

8.2.1.1. unauthorised or unlawful processing of the Shared Personal Data; and

8.2.1.2. the accidental loss or destruction of, or damage to, the Shared Personal Data

8.2.2. ensure a level of security appropriate to:

8.2.2.1. the harm that might result from such unauthorised or unlawful processing or accidental loss, destruction or damage; and

8.2.2.2.   the nature of the Shared Personal Data to be protected.

8.3.   The level of technical and organisational measures agreed by the Parties as appropriate as at the Commencement Date having regard to the state of technological development and the cost of implementing such measures shall be as mutually agreed by the Parties in writing prior to sharing any Personal Data. The Parties shall keep such security measures under review and shall carry out such updates as they agree are appropriate throughout the Term.

8.4.   It is the responsibility of each Party to ensure that its staff members are appropriately trained to handle and process the Shared Personal Data in accordance with the technical and organisational security measures agreed by the Parties together with the Data Protection Legislation.

8.5.   The level, content and regularity of training referred to in Clause 8.4 above, shall be proportionate to the staff members' role, responsibility and frequency with respect to their handling and processing of the Shared Personal Data.

9. PERSONAL DATA BREACHES AND REPORTING PROCEDURES

9.1.   Each Party shall comply with its obligation to report a Personal Data Breach to the Commissioner and the Data Subjects in accordance with Article 33 of the GDPR and shall inform the other Party of any Personal Data Breach within one (1) working day, irrespective of whether there is a requirement to notify any Commissioner or Data Subject(s).

9.2.   The Parties agree to provide reasonable assistance as is necessary to each other to facilitate the handling of any Personal Data Breach in an expeditious and compliant manner.

10. REVIEW AND TERMINATION

10.1.   The Parties will keep the arrangements in this Agreement under review and revise them if necessary to take into account changes of law or circumstance.

10.2.   Any one of the Parties may terminate the Agreement immediately if any other Party is in material breach of its obligations under this Agreement or of applicable law.

10.3.   On termination of the Agreement, the Parties will cease to process the other Party's Data, but may retain the Data for tax or audit purposes or as otherwise permitted or required by applicable law, regulatory requirement or a relevant agreement in respect of educational provision or funding.

10.4.   Any provision that expressly or by implication is intended to continue in force after termination shall remain in full force and effect.

11. RESOLUTION OF DISPUTES WITH DATA SUBJECTS OR THE COMMISSIONER

11.1.   In the event of a dispute or claim brought by a Data Subject or the Commissioner concerning the processing of Shared Personal Data against any one or any combination of the Parties, the Parties will inform each other about any such disputes or claims, and will cooperate with a view to settling them amicably in a timely fashion.

11.2.   The Parties agree to respond to any generally available non-binding mediation

procedure initiated by a Data Subject or by the Commissioner. If they do participate in the proceedings, the Parties may elect to do so remotely (such as by telephone or other electronic means). The Parties also agree to consider participating in any other arbitration, mediation or other dispute resolution proceedings developed for data protection disputes.

11.3. Each Party shall abide by a decision of a competent court of the Data Discloser's country of establishment or of the Commissioner.

12. WARRANTIES

12.1. Each Party warrants and undertakes that it will:

12.1.1. process the Shared Personal Data in compliance with all applicable laws, enactments, regulations, orders, standards and other similar instruments that apply to its personal data processing operations;

12.1.2. respond within a reasonable time and as far as reasonably possible to enquiries from the Commissioner in relation to the Shared Personal Data;

12.1.3. respond to Subject Access Requests in accordance with the Data Protection Legislation;

12.1.4. maintain registration with all relevant Supervisory Authorities to process all Shared Personal Data for the Agreed Purposes; and

12.1.5. take all appropriate steps to ensure compliance with the security measures set out in Clause 8 above.

12.2. The Data Discloser warrants and undertakes that it is entitled to provide the Shared Personal Data to the Data Receiver and it will ensure that the Shared Personal Data is accurate.

12.3. The Data Receiver warrants and undertakes that it will not disclose or transfer the Shared Personal Data to a third party controller located outside the EEA unless it complies with the obligations set out in Clause 7.3 above.

12.4. Except as expressly stated in this Agreement, all warranties, conditions and terms, whether express or implied by statute, common law or otherwise are hereby excluded to the extent permitted by law.

13. INDEMNITY

13.1. The Parties undertake to indemnify each other Party and hold each Party harmless from any cost, charge, damages, expense or loss to a maximum cap of £500,000 (five hundred thousand pounds sterling) which they cause each other as a result of their breach of any of the provisions of this Agreement, except to the extent that any such liability is excluded under the provisions of Clause 14 below.

13.2. Indemnification hereunder is contingent upon:

13.2.1. the Party to be indemnified (the "Indemnified Party") promptly notifying the other Party (the "Indemnifying Party") of a claim,

13.2.2. the Indemnifying Party having sole control of the defence and settlement of any such claim, and

13.2.3. the Indemnified Party providing reasonable co-operation and assistance to the Indemnifying Party in defence of such claim.

14. LIMITATION OF LIABILITY

14.1.   Neither Party excludes or limits liability to the other Party for:

14.1.1. fraud or fraudulent misrepresentation;

14.1.2. death or personal injury caused by negligence;

14.1.3. a breach of any obligations implied by section 12 of the Sale of Goods Act 1979 or section 2 of the Supply of Goods and Services Act 1982; or

14.1.4. any matter for which it would be unlawful for the Parties to exclude liability.

14.2.   Neither Party shall in any circumstances be liable whether in contract, tort (including for negligence and breach of statutory duty howsoever arising), misrepresentation (whether innocent or negligent), restitution or otherwise, for:

14.2.1. any loss (whether direct or indirect) of profits, business, business opportunities, revenue, turnover, reputation or goodwill;

14.2.2. loss (whether direct or indirect) of anticipated savings or wasted expenditure (including management time); or

14.2.3. any loss or liability (whether direct or indirect) under or in relation to any other contract.

14.3.   Clause 14.2 shall not prevent claims, for:

14.3.1. direct financial loss that are not excluded under any of the categories set out in Clause 14.2; or

14.3.2. tangible property or physical damage.

15. NOTICES

15.1.   Any notice required to be given by either Party under this Agreement shall be made in writing quoting the date of the Agreement and shall be delivered by hand or sent by prepaid first class recorded delivery or by email to the following:

Durham:
Legal Services, University of Durham, The Palatine Centre, Stockton Road, Durham, DH1 3LE

with a copy to the SPoC

Manchester:
The Director of Research and Business Engagement, The University of Manchester, 2nd Floor Christie Building, Oxford Road, Manchester M13 9PL,

United Kingdom. Email – contractsteam@manchester.ac.uk

with a copy to the SPoC.

School

With a copy to the SPoC.

15.2. A notice shall be treated as having been received:

15.2.1. if delivered by hand within normal business hours when so delivered or, if delivered by hand outside normal business hours, at the next start of normal business hours; or

15.2.2. if sent by first class recorded delivery mail on a normal Business Day, at 9.00 am on the second Business Day subsequent to the day of posting, or, if the notice was not posted on a Business Day, at 9.00 am on the third Business Day subsequent to the day of posting; or

15.2.3. if sent by email, if sent within normal business hours when so sent or, if sent outside normal business hours, at the next start of normal business hours provided the sender has either received an electronic confirmation of delivery or has telephoned the recipient to inform the recipient that the email has been sent.

16. GENERAL

16.1. A person who is not a party to this Agreement shall not have any rights under the Contracts (Rights of Third Parties) Act 1999 to enforce any term of this Agreement. No one other than a Party to this Agreement, their successors and permitted assignees, shall have any right to enforce any of its terms.

16.2. No variation of this Agreement shall be effective unless it is in writing and signed by the Parties (or their authorised representatives).

16.3. No failure or delay by a Party to exercise any right or remedy provided under this Agreement or by law shall constitute a waiver of that or any other right or remedy, nor shall it prevent or restrict the further exercise of that or any other right or remedy. No single or partial exercise of such right or remedy shall prevent or restrict the further exercise of that or any other right or remedy.

16.4. In the event that any provision or part-provision of this Agreement is or becomes invalid, illegal or unenforceable, it shall be deemed deleted, but that shall not affect the validity and enforceability of the rest of this Agreement.

16.5. In the event that any provision or part-provision of this Agreement is deemed to be invalid or unenforceable in any jurisdiction, the Parties shall negotiate in good faith to agree a replacement provision that, to the greatest extent possible, achieves the intended commercial result of the original provision.

16.6. In the event that during the Term the Data Protection Legislation change in a way that the Agreement is no longer adequate for the purpose of governing lawful data sharing

exercises, the Parties agree that the SPoCs will negotiate in good faith to review the Agreement in the light of the new legislation.

16.7. Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership or joint venture between any of the Parties, constitute any Party the agent of another Party, or authorise any Party to make or enter into any commitments for or on behalf of any other Party

16.8. Each Party confirms it is acting on its own behalf and not for the benefit of any other person.

16.9. This Agreement constitutes the entire agreement between the Parties and supersedes and extinguishes all previous agreements, promises, assurances, warranties, representations and understandings between them, whether written or oral, relating to its subject matter.

16.10. Each Party acknowledges that in entering into this Agreement it does not rely on, and shall have no remedies in respect of any statement, representation, assurance or warranty (whether made innocently or negligently) that is not set out in this Agreement.

16.11. Each Party shall, and shall use all reasonable endeavours to procure that any necessary third party shall, promptly execute and deliver such documents and perform such acts as may reasonably be required for the purpose of giving full effect to this Agreement.

16.12. This Agreement and any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with it or its subject matter or formation shall be governed by and construed in accordance with the law of England and Wales. Each Party irrevocably agrees that the courts of England and Wales shall have exclusive jurisdiction to settle any dispute or claim (including non-contractual disputes or claims), arising out of or in connection with this Agreement or its subject matter or formation.

Agreed by the Parties through their authorised signatories on the date set out at the head of this Agreement:

[Signature pages have been removed].

Appendix E.7 Data Sharing Agreement (start of project)

<center>**Appendix A**</center>

1.   **Data Processing Particulars**

The subject matter and duration of the Processing	Education research. 01/04/2021 to 30/04/2024 or until the retention date specified in the privacy notices.
The nature and purpose of the Processing	The nature and purpose of the processing is in relation to a research project funded by the Education Endowment Foundation entitled Parent and Children Together (PACT) -3 Evaluation (A parent-delivered book-based early language enrichment programme for pre-school children) The legal basis for processing data is public task.
The type of Personal Data being Processed	**Nursery level data:** Memorandum of Understanding (MoU) Head Teacher or senior leadership team member name Head Teacher or senior leadership team member email PACT Lead name PACT Lead email address PACT Lead phone number PACT Lead role in school Withdrawal Reasons Notes (staff changes etc) PACT Lead Training Attendance Information **Participant level data:** Pupil Name Pupil Date of Birth Pupil Sex Pupil Address Pupil Postcode Pupil - English as main language spoken at home Pupil – Number of languages spoken at home Pupil – Main language spoken at home Pupil –Nursery attendance pattern Pupil - Name of School 2021/2022 Pupil - Allocation to control/intervention Pupil - UPN Pupil - Name of School 2022/2023 Early Years Pupil Premium (EYPP) Status Parent/carer Name Parent/carer Address (same as child's) Parent/carer Email address Parent/carer Phone Parent/carer Contact preference Pupil LanguageScreen Assessment Pupil CELF assessment data Pupil BPVS assessment data

	Pupil APT assessment data Pupil Assessments Audio Recordings BESSI (School Readiness) Assessment Pupil Early Literacy Skills (YARC Assessment) Pupil involvement in other language intervention at school Parent Surveys (pre PACT programme) Parent Surveys (post PACT programme) PACT Usage Record Forms PACTApp data Parent PACT Training Attendance Information
The categories of Data Subjects	Participants (school staff, children, parents)

2. Data Sharing Table

Type of Data	Source of data	Shared with Durham University	Shared with Manchester University	Shared with School
Nursery Level Data				
Memorandum of Understanding (MoU)	School	Yes	Yes	Yes
Head Teacher or senior leadership team member Name				
Head Teacher or senior leadership team member Email Address	School	Yes	Yes	Yes
PACT Lead Name	School	Yes	Yes	Yes
PACT Lead Email Address	School	Yes	Yes	Yes
PACT Lead Phone Number	School	Yes	Yes	Yes
PACT Lead Role within school	School	Yes	Yes	Yes
Withdrawal Reasons (partial or full withdrawal from project)	School	Yes	Yes	Yes
Notes (staff changes etc)	School	Yes	Yes	Yes
PACT Lead Training Attendance Information	Manchester University/School	Yes	Yes	Yes
Participant level data:				
Pupil Name	School/Parent (shared via school)	Yes	Yes	Yes
Pupil Date of Birth	School/Parent (shared via school)	Yes	Yes	Yes
Pupil Sex	School/Parent (shared via school)	Yes	Yes	Yes
Pupil Address	School/Parent or carer (shared via school)	Yes	Yes	Yes

Pupil Postcode	School/Parent or carer (shared via school)	Yes	Yes	Yes
Pupil - English as main language spoken at home	Parent or carer (shared via school)	Yes	Yes	Yes
Pupil – Number of languages spoken at home	Parent or carer (shared via school)	Yes	Yes	Yes
Pupil – Main language spoken at home	Parent or carer (shared via school)	Yes	Yes	Yes
Pupil – Nursery attendance pattern	School	Yes	Yes	Yes
Pupil - Allocation to comparison or PACT group	Durham University	Yes	Yes	Yes
Pupil UPN	School	Yes	Yes	Yes
Name of School 2021/2022	School/Parent or carer (shared via school)	Yes	Yes	Yes
Name of School 2022/2023	School*/Parent or carer (shared via school)	Yes	Yes	Yes
Early Years Pupil Premium (EYPP) Status	School*	Yes	Yes	Yes
Parent/Carer Name	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Address	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Email Address	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Phone Number	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Contact Preference	Parent or carer (shared via School)	Yes	Yes	Yes
LanguageScreen Assessment	School to assess eligible** pupils	Yes	Yes	Yes****
Pupil CELF assessment data	Manchester University to assess eligible** pupils	Yes	Yes	No
Pupil BPVS assessment data	Manchester University to assess eligible** pupils	Yes	Yes	No
Pupil APT assessment data	Manchester University to assess eligible** pupils	Yes	Yes	No
Early Literacy Skills (YARC Assessment)	Manchester University to assess eligible** pupils	Yes	Yes	No
BESSI (School Readiness) Assessment	School to assess eligible** pupils	Yes	Yes	Yes
Pupil Assessments Audio Recordings	Manchester University to record assessments of eligible** pupils	Yes	Yes	No
Pupil involvement in other language intervention at school	School	Yes	Yes	Yes
Parent Surveys (pre PACT Programme)	Parent or carer (may be shared via School)	Yes	Yes***	Yes

Parent Surveys (post PACT Programme)	Parent or carer (may be shared via School)	Yes	Yes***	Yes
PACT Usage Record Forms	Parent or carer (may be shared via School)	Yes	Yes	Yes
PACT App usage data	Parent completes Manchester University app	Yes	Yes	Yes
Parent PACT Training Attendance Information	Manchester University/Parent or carer	Yes	Yes	Yes

*School if Parent has agreed to this in the participation agreement
**Eligible pupils/parents are those with completed participation agreements forms outlining their agreement to assessment/interview
***Paper copies of survey may be collected by Manchester University and returned to Durham University for data entry. Data contained within the surveys is not shared back with Manchester University (with the exception of Home Learning Environment Questions).
****LanguageScreen data to be collected by schools using LanguageScreen app but schools will not receive assessment results

3.   **Responsibilities of Joint Controllers**

UoM responsibilities	• Collect personal and non-personal data and store it securely • Transfer data as agreed to Durham University • Develop and issue privacy notices (physical and electronic copies) to participants • Obtain participation agreement from participating parents on behalf of themselves and their child • Respond to any Data Subject Requests in the first instance, having consulted with the other party on any response; • Set up storage arrangements for the Personal Data at University of Manchester • Create records from the Personal Data and maintain accuracy of the records, dealing with any rectification requested from a Data Subject, if applicable
Durham University responsibilities	• Collect personal and non-personal data and store it securely • Transfer data as agreed to the University of Manchester • Agree privacy notices with University of Manchester • Set up storage arrangements for the Personal Data at Durham University • Create records from the Personal Data and maintain accuracy of the records, dealing with any rectification requested from a Data Subject, if applicable
Joint responsibilities	(i) The security of the Personal Data in its possession or control; (ii) The restrictions on transfers of Personal Data where that Party instructed the data transfer; (iii) Informing each other of Personal Data Breaches;

	(iv) Deciding appropriate notification steps to take where there is a Personal Data Breach; (v) Deciding use of sub-Processors; (vi) If Personal Data is to be transferred to a restricted country, putting in place necessary additional safeguards to protect the Personal Data so transferred. (vii) Informing each other of a need to rectify/delete/restrict processing of Personal Data where necessary

4. **Responsibilities of Individual Controller**

School responsibilities	• The security of the Personal Data in its possession or control; • Transfer data securely as agreed to the University of Manchester (UoM) and Durham University • Only providing pupil and parent data where participation agreement forms have been completed, which specify the right to transfer data to UoM and Durham University. • Informing UoM and Durham University of a need to rectify/delete/restrict processing of Personal Data where necessary

Appendix E.8 Three-way Data Sharing Agreement for schools joining the project only for post-testing/delayed post-testing

Durham University   **PACT-3: DATA SHARING AGREEMENT**

This Agreement dated _____ day of _____ 2023 is made

BETWEEN:

1. **UNIVERSITY OF DURHAM**, the Palatine Centre, Stockton Road, Durham, DH1 3LE ("Durham"); and

2. **THE UNIVERSITY OF MANCHESTER** a Royal Charter corporation registered under number RC 000797, (acting through Professor Steven Pryjmachuk of the School of Health Sciences) an exempt charity whose administrative offices are at Oxford Road, Manchester M13 9PL, United Kingdom ("Manchester"); and

3. [_____] , having its principal office at [_____] ("School")

The aforesaid organisations are hereinafter referred to individually as "Party" and collectively as "the Parties"

WHEREAS

A. The Data Discloser agrees to share the Personal Data with the Data Receiver on terms set out in this Agreement.

B. The Data Receiver agrees to use the Personal Data on the terms set out in this Agreement.

C. This is a free-standing Agreement that does not incorporate commercial business terms established by the Parties under separate commercial arrangements.

1. **INTERPRETATION**

1.1. The following definitions and rules of interpretation shall apply to this Agreement:

"Agreed Purposes"	shall have the meaning given to it in Clause 2 of this Agreement;
"Agreement"	means this Agreement and its Schedules, which is a free-standing document that does not incorporate commercial business terms established by the Parties under separate commercial arrangements;
"Business Day"	means a day other than a Saturday, Sunday or public holiday in England when banks in London are open for business;

"Commencement Date"	means 1 January 2023
"Commissioner"	means the relevant Commissioner in the territories where the Parties to this Agreement are established.
"Data Discloser"	means a Party disclosing Shared Personal Data under the terms of this Agreement;
"Data Receiver"	means a Party receiving Shared Personal Data under the terms of this Agreement;
"Data Protection Legislation"	means (i) the UK Data Protection Act 2018; (ii) General Data Protection Regulation enacted by the Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2019 (as amended by the Data Protection, Privacy and Electronic Communications (Amendments etc) (EU Exit) Regulations 2020 (iv) any other laws and regulations relating to the processing of personal data and privacy which apply to a Party and, if applicable, the guidance and codes of practice issued by the relevant data protection or Commissioner;
"Personal Data Breach"	means a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to the Shared Personal Data;
"Shared Personal Data"	means the Personal Data to be shared between the Parties under Clause 3 of this Agreement;
"Subject Access Request"	means the exercise by a Data Subject of his or her rights under Article 15 of the GDPR;

1.2. Controller, Processor, Data Subject and Personal Data, Special Categories of Personal Data, Processing and "appropriate technical and organisational measures" shall have the meanings given to them in the Data Protection Legislation.

1.3. Clause, schedule and paragraph headings shall not affect the interpretation of this Agreement.

1.4. The Schedules form part of this Agreement and shall have effect as if set out in full in the body of this Agreement. Any reference to this Agreement includes the Schedules.

1.5. Unless the context otherwise, requires, words in the singular shall include the plural and in the plural shall include the singular.

1.6. A reference to a company shall include any company, corporation or other body corporate, wherever and however incorporated or established.

1.7. A reference to a statute or statutory provision shall include all subordinate legislation made from time to time under that statute or statutory provision.

1.8. References to Clauses and Schedules are to the clauses and schedules of this Agreement and references to paragraphs are to paragraphs of the relevant Schedule.

1.9.   Any words following the terms including, include, in particular or for example or any similar phrase shall be construed as illustrative and shall not limit the generality of the related general words.

1.10.   In the case of any ambiguity between any provision contained in the body of this Agreement and any provision contained in the Schedules, the provision in the body of this Agreement shall take precedence.

1.11.   A reference to writing or written includes fax and email.

1.12.   Unless the context otherwise requires the reference to one gender shall include a reference to the other genders.

2. PURPOSE

2.1.   This Agreement sets out the framework for the sharing of Personal Data amongst the Parties as Controllers. It defines the principles and procedures that the Parties shall adhere to and the responsibilities the Parties owe to each other in respect of that Data.

2.2.   The Parties consider this data sharing activity necessary in order to evaluate the impact and implementation of the PACT-3 Research Project ("the Project") and to further knowledge about children's early language development. The aim of the data sharing initiative is to enable the recruitment to, and delivery of the Project, and the evaluation of the Project. The knowledge gained through this Project will enhance understanding of what can help with early language and literacy development to improve future practice. It will serve to benefit the children, parents/carers and staff at the participating schools/nurseries so that they can be involved in the Project and will serve to benefit the knowledge base around the effectiveness of the particular PACT programme and language development more generally. The data sharing activity will also benefit the lead researchers on the PACT-3 Research Project so that they can publish research papers and disseminate the learning to improve future provision.

2.3.   The Parties agree to only process Shared Personal Data, as described in Clause 3 below, for the following purposes:

2.3.1. Recruitment of schools and participants to the Project

2.3.2. Co-ordination of the Project

2.3.3. Evaluation of the Project including the administration and analysis of assessments

2.3.4. Conducting research into Early Language Learning (the "Agreed Purposes")

2.4.   The Parties shall not process Shared Personal Data in a way that is incompatible with the Agreed Purposes described in this Clause.

2.5.   Each Party shall appoint a single point of contact ('SPoC') who will work together to reach agreement with regards to any issues arising from the sharing of data under this Agreement and to actively improve the effectiveness of the data sharing in respect of the Agreed Purposes. The SPoC for each of the Parties are:

2.5.1. Victoria Menzies on behalf of Durham; and

2.5.2. Kelly Burgoyne on behalf of Manchester; and

2.5.3. [ ] on behalf of School

2.6. This Agreement shall be deemed to have commenced as of the Commencement Date, and shall continue in full force and effect until the 30th April 2024 (the "Term"), unless extended or earlier terminated in accordance with the terms of this Agreement.

3. SHARED PERSONAL DATA

3.1. The following types of Personal Data will be shared between the Parties during the Term of this Agreement (the "Shared Personal Data"):

3.1.1. Pupil data: Pupil's name, date of birth, sex, address, postcode, English as a main language spoken at home, main language spoken at home, number of languages spoken at home, nursery attendance pattern, trial allocation group, pupil UPN, name of school attending 2021/2022 and 2022/2023, Early Years Pupil Premium (EYPP) Status, involvement in other language interventions at school, pupil assessment data from CELF, BPVS, APT, BESSI, YARC, LanguageScreen, and audio recordings.

3.1.2. Parent/carer data: name, address, email address, phone number, contact preference, participation agreement forms, pre- and post-PACT surveys including Home Learning Environment, PACT usage record forms and PACTapp data, PACT training attendance information, notes on project involvement (e.g. withdrawal reasons, notes on participation).

3.1.3. School data: Head Teacher's or senior leadership team member name and email address, Pact Lead's name and role within school, PACT Lead email address and telephone number, notes such as staff changes, withdrawal reasons, surveys, phone interviews, training attendance information, Memorandum of Understanding (MoU).

3.2. Special Categories of Personal Data will not be shared between the Parties:

3.3. The Shared Personal Data must not be irrelevant or excessive with regard to the Agreed Purposes.

3.4. The sharing of Personal Data is documented in more detail, in Appendix A.

4. LAWFUL, FAIR AND TRANSPARENT PROCESSING

4.1. The Parties acknowledge and agree that in processing the Shared Personal Data for the Agreed Purposes they shall each be a separate Data Controller, and do not intend to process the Data jointly or in common with each other.

4.2. If one Party acts as the other Party's Data Processor for the Agreed Purposes the Data Processor Party agrees that it shall:

4.2.1. act only on the instructions of the Data Controller Party in relation to that Party's Personal Data; and

4.2.2. comply with obligations equivalent to those imposed on the Data Controller Party by principle (f) of Article 5(1) GDPR.

4.3.   Each Party shall ensure that it processes the Shared Personal Data fairly and lawfully in accordance with this Clause 4 and Clause 12 during the Term of this Agreement.

4.4.   Each Party shall ensure that it has legitimate grounds under the Data Protection Legislation for the processing of Shared Personal Data.

4.5.   The Data Discloser shall, in respect of Shared Personal Data, ensure that it provides clear and sufficient information to the Data Subjects, in accordance with the Data Protection Legislation, of the purposes for which it will process their Personal Data, the legal basis for such purposes and such other information as is required by Article 13 of the GDPR including:

4.5.1. if Shared Personal Data will be transferred to a third party, that fact and sufficient information about such transfer and the purpose of such transfer to enable the Data Subject to understand the purpose and risks of such transfer; and

4.5.2. where applicable if Shared Personal Data will be transferred outside the European Economic Area (EEA) pursuant to Clause 7.3 of this Agreement, that fact and sufficient information about such transfer, the purpose of such transfer and the safeguards put in place by the Controller to enable the Data Subject to understand the purpose and risks of such transfer.

5. DATA SUBJECTS' RIGHTS

5.1.   The Parties each agree to provide such assistance as is reasonably required to enable the other Parties to comply with Subject Access Requests from Data Subjects within the time limits imposed by the Data Protection Legislation.

5.2.   The SPoC for each Party is responsible for maintaining a record of individual requests for information, the decisions made and any information that was exchanged. Records must include copies of the request for information, details of the data accessed and shared and where relevant, notes of any meeting, correspondence or phone calls relating to the request.

6. DATA RETENTION AND DELETION

6.1.   The Data Receiver shall not retain or process Shared Personal Data for longer than is necessary to carry out the Agreed Purposes.

6.2.   Notwithstanding the provisions of Clause 6.1 above, the Parties shall continue to retain Shared Personal Data in accordance with any statutory or professional retention periods applicable in their respective countries and/or industry.

6.3.   The Data Receiver shall ensure that any Shared Personal Data are returned to the Data Discloser or destroyed in the following circumstances:

6.3.1. on expiry or termination of this Agreement;

6.3.2. once processing of the Shared Personal Data is no longer necessary for the

Agreed Purposes for which it were originally shared.

6.4. Following deletion of Shared Personal Data in accordance with this Clause 6, the Data Receiver shall notify the Data Discloser that the Shared Personal Data in question has been deleted.

7. TRANSFERS

7.1. For the purposes of this Clause, transfers of Personal Data shall mean any sharing of Personal Data by the Data Receiver with a third party, and shall include, but is not limited to, the following:

7.1.1. subcontracting the processing of Shared Personal Data;

7.1.2. granting a third party controller access to the Shared Personal Data.

7.2. If the Data Receiver appoints a third party processor to process the Shared Personal Data it shall comply with Article 28 and Article 30 of the GDPR and shall remain liable to the Data Discloser for the acts and/or omissions of the processor.

7.3. The Data Receiver may not transfer Shared Personal Data to a third party located outside the EEA unless it:

7.3.1. first obtains the express written permission of the Data Discloser;

7.3.2. complies with the provisions of Articles 26 of the GDPR (in the event the third party is a joint controller); and.

7.3.3. ensures that (i) the transfer is to a country approved by the European Commission as providing adequate protection pursuant to Article 45 of the GDPR; (ii) there are appropriate safeguards in place pursuant to Article 46 of the GDPR; or (iii) one of the derogations for specific situations in Article 49 of the GDPR applies to the transfer.

8. SECURITY AND TRAINING

8.1. The Data Discloser shall only provide the Shared Personal Data to the Data Receiver by using secure methods as agreed in writing with the Data Receiver.

8.2. The Parties undertake to have in place throughout the Term appropriate technical and organisational security measures to:

8.2.1. prevent:

8.2.1.1. unauthorised or unlawful processing of the Shared Personal Data; and

8.2.1.2. the accidental loss or destruction of, or damage to, the Shared Personal Data

8.2.2. ensure a level of security appropriate to:

8.2.2.1. the harm that might result from such unauthorised or unlawful processing or accidental loss, destruction or damage; and

8.2.2.2. the nature of the Shared Personal Data to be protected.

8.3. The level of technical and organisational measures agreed by the Parties as appropriate as at the Commencement Date having regard to the state of technological development and the cost of implementing such measures shall be as mutually agreed by the Parties in writing prior to sharing any Personal Data. The Parties shall keep such security measures under review and shall carry out such updates as they agree are appropriate throughout the Term.

8.4. It is the responsibility of each Party to ensure that its staff members are appropriately trained to handle and process the Shared Personal Data in accordance with the technical and organisational security measures agreed by the Parties together with the Data Protection Legislation.

8.5. The level, content and regularity of training referred to in Clause 8.4 above, shall be proportionate to the staff members' role, responsibility and frequency with respect to their handling and processing of the Shared Personal Data.

9. PERSONAL DATA BREACHES AND REPORTING PROCEDURES

9.1. Each Party shall comply with its obligation to report a Personal Data Breach to the Commissioner and the Data Subjects in accordance with Article 33 of the GDPR and shall inform the other Party of any Personal Data Breach within one (1) working day, irrespective of whether there is a requirement to notify any Commissioner or Data Subject(s).

9.2. The Parties agree to provide reasonable assistance as is necessary to each other to facilitate the handling of any Personal Data Breach in an expeditious and compliant manner.

10. REVIEW AND TERMINATION

10.1. The Parties will keep the arrangements in this Agreement under review and revise them if necessary to take into account changes of law or circumstance.

10.2. Any one of the Parties may terminate the Agreement immediately if any other Party is in material breach of its obligations under this Agreement or of applicable law.

10.3. On termination of the Agreement, the Parties will cease to process the other Party's Data, but may retain the Data for tax or audit purposes or as otherwise permitted or required by applicable law, regulatory requirement or a relevant agreement in respect of educational provision or funding.

10.4. Any provision that expressly or by implication is intended to continue in force after termination shall remain in full force and effect.

11. RESOLUTION OF DISPUTES WITH DATA SUBJECTS OR THE COMMISSIONER

11.1. In the event of a dispute or claim brought by a Data Subject or the Commissioner concerning the processing of Shared Personal Data against any one or any combination of the Parties, the Parties will inform each other about any such disputes or claims, and will cooperate with a view to settling them amicably in a timely fashion.

11.2. The Parties agree to respond to any generally available non-binding mediation

procedure initiated by a Data Subject or by the Commissioner. If they do participate in the proceedings, the Parties may elect to do so remotely (such as by telephone or other electronic means). The Parties also agree to consider participating in any other arbitration, mediation or other dispute resolution proceedings developed for data protection disputes.

11.3. Each Party shall abide by a decision of a competent court of the Data Discloser's country of establishment or of the Commissioner.

12. WARRANTIES

12.1. Each Party warrants and undertakes that it will:

12.1.1. process the Shared Personal Data in compliance with all applicable laws, enactments, regulations, orders, standards and other similar instruments that apply to its personal data processing operations;

12.1.2. respond within a reasonable time and as far as reasonably possible to enquiries from the Commissioner in relation to the Shared Personal Data;

12.1.3. respond to Subject Access Requests in accordance with the Data Protection Legislation;

12.1.4. maintain registration with all relevant Supervisory Authorities to process all Shared Personal Data for the Agreed Purposes; and

12.1.5. take all appropriate steps to ensure compliance with the security measures set out in Clause 8 above.

12.2. The Data Discloser warrants and undertakes that it is entitled to provide the Shared Personal Data to the Data Receiver and it will ensure that the Shared Personal Data is accurate.

12.3. The Data Receiver warrants and undertakes that it will not disclose or transfer the Shared Personal Data to a third party controller located outside the EEA unless it complies with the obligations set out in Clause 7.3 above.

12.4. Except as expressly stated in this Agreement, all warranties, conditions and terms, whether express or implied by statute, common law or otherwise are hereby excluded to the extent permitted by law.

13. INDEMNITY

13.1. The Parties undertake to indemnify each other Party and hold each Party harmless from any cost, charge, damages, expense or loss to a maximum cap of £500,000 (five hundred thousand pounds sterling) which they cause each other as a result of their breach of any of the provisions of this Agreement, except to the extent that any such liability is excluded under the provisions of Clause 14 below.

13.2. Indemnification hereunder is contingent upon:

13.2.1. the Party to be indemnified (the "Indemnified Party") promptly notifying the other Party (the "Indemnifying Party") of a claim,

13.2.2. the Indemnifying Party having sole control of the defence and settlement of any such claim, and

13.2.3. the Indemnified Party providing reasonable co-operation and assistance to the Indemnifying Party in defence of such claim.

14. LIMITATION OF LIABILITY

14.1. Neither Party excludes or limits liability to the other Party for:

14.1.1. fraud or fraudulent misrepresentation;

14.1.2. death or personal injury caused by negligence;

14.1.3. a breach of any obligations implied by section 12 of the Sale of Goods Act 1979 or section 2 of the Supply of Goods and Services Act 1982; or

14.1.4. any matter for which it would be unlawful for the Parties to exclude liability.

14.2. Neither Party shall in any circumstances be liable whether in contract, tort (including for negligence and breach of statutory duty howsoever arising), misrepresentation (whether innocent or negligent), restitution or otherwise, for:

14.2.1. any loss (whether direct or indirect) of profits, business, business opportunities, revenue, turnover, reputation or goodwill;

14.2.2. loss (whether direct or indirect) of anticipated savings or wasted expenditure (including management time); or

14.2.3. any loss or liability (whether direct or indirect) under or in relation to any other contract.

14.3. Clause 14.2 shall not prevent claims, for:

14.3.1. direct financial loss that are not excluded under any of the categories set out in Clause 14.2; or

14.3.2. tangible property or physical damage.

15. NOTICES

15.1. Any notice required to be given by either Party under this Agreement shall be made in writing quoting the date of the Agreement and shall be delivered by hand or sent by prepaid first class recorded delivery or by email to the following:

Durham:
Legal Services, University of Durham, The Palatine Centre, Stockton Road, Durham, DH1 3LE

with a copy to the SPoC

Manchester:
The Director of Research and Business Engagement, The University of Manchester, 2nd Floor Christie Building, Oxford Road, Manchester M13 9PL,

United Kingdom. Email – contractsteam@manchester.ac.uk

with a copy to the SPoC.

School

With a copy to the SPoC.

15.2.   A notice shall be treated as having been received:

15.2.1. if delivered by hand within normal business hours when so delivered or, if delivered by hand outside normal business hours, at the next start of normal business hours; or

15.2.2. if sent by first class recorded delivery mail on a normal Business Day, at 9.00 am on the second Business Day subsequent to the day of posting, or, if the notice was not posted on a Business Day, at 9.00 am on the third Business Day subsequent to the day of posting; or

15.2.3. if sent by email, if sent within normal business hours when so sent or, if sent outside normal business hours, at the next start of normal business hours provided the sender has either received an electronic confirmation of delivery or has telephoned the recipient to inform the recipient that the email has been sent.

16. GENERAL

16.1.   A person who is not a party to this Agreement shall not have any rights under the Contracts (Rights of Third Parties) Act 1999 to enforce any term of this Agreement. No one other than a Party to this Agreement, their successors and permitted assignees, shall have any right to enforce any of its terms.

16.2.   No variation of this Agreement shall be effective unless it is in writing and signed by the Parties (or their authorised representatives).

16.3.   No failure or delay by a Party to exercise any right or remedy provided under this Agreement or by law shall constitute a waiver of that or any other right or remedy, nor shall it prevent or restrict the further exercise of that or any other right or remedy. No single or partial exercise of such right or remedy shall prevent or restrict the further exercise of that or any other right or remedy.

16.4.   In the event that any provision or part-provision of this Agreement is or becomes invalid, illegal or unenforceable, it shall be deemed deleted, but that shall not affect the validity and enforceability of the rest of this Agreement.

16.5.   In the event that any provision or part-provision of this Agreement is deemed to be invalid or unenforceable in any jurisdiction, the Parties shall negotiate in good faith to agree a replacement provision that, to the greatest extent possible, achieves the intended commercial result of the original provision.

16.6. In the event that during the Term the Data Protection Legislation change in a way that the Agreement is no longer adequate for the purpose of governing lawful data sharing exercises, the Parties agree that the SPoCs will negotiate in good faith to review the Agreement in the light of the new legislation.

16.7. Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership or joint venture between any of the Parties, constitute any Party the agent of another Party, or authorise any Party to make or enter into any commitments for or on behalf of any other Party

16.8. Each Party confirms it is acting on its own behalf and not for the benefit of any other person.

16.9. This Agreement constitutes the entire agreement between the Parties and supersedes and extinguishes all previous agreements, promises, assurances, warranties, representations and understandings between them, whether written or oral, relating to its subject matter.

16.10. Each Party acknowledges that in entering into this Agreement it does not rely on, and shall have no remedies in respect of any statement, representation, assurance or warranty (whether made innocently or negligently) that is not set out in this Agreement.

16.11. Each Party shall, and shall use all reasonable endeavours to procure that any necessary third party shall, promptly execute and deliver such documents and perform such acts as may reasonably be required for the purpose of giving full effect to this Agreement.

16.12. This Agreement and any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with it or its subject matter or formation shall be governed by and construed in accordance with the law of England and Wales. Each Party irrevocably agrees that the courts of England and Wales shall have exclusive jurisdiction to settle any dispute or claim (including non-contractual disputes or claims), arising out of or in connection with this Agreement or its subject matter or formation.

Agreed by the Parties through their authorised signatories on the date set out at the head of this Agreement:

[Signature pages removed]

Appendix A

1. **Data Processing Particulars**

The subject matter and duration of the Processing	Education research. 01/04/2021 to 30/04/2024 or until the retention date specified in the privacy notices.
The nature and purpose of the Processing	The nature and purpose of the processing is in relation to a research project funded by the Education Endowment Foundation entitled Parent and Children Together (PACT) -3 Evaluation (A parent-delivered book-based early language enrichment programme for pre-school children) The legal basis for processing data is public task.
The type of Personal Data being Processed	**School level data:** Memorandum of Understanding (MoU) Head Teacher or senior leadership team member name Head Teacher or senior leadership team member email PACT Lead name PACT Lead email address PACT Lead phone number PACT Lead role in school Withdrawal Reasons Notes (staff changes etc) PACT Lead Training Attendance Information **Participant level data:** Pupil Name Pupil Date of Birth Pupil Sex Pupil Address Pupil Postcode Pupil - English as main language spoken at home Pupil – Number of languages spoken at home Pupil – Main language spoken at home Pupil –Nursery attendance pattern Pupil - Name of School 2021/2022 Pupil - Allocation to control/intervention Pupil - UPN Pupil - Name of School 2022/2023 Early Years Pupil Premium (EYPP) Status Parent/carer Name Parent/carer Address (same as child's) Parent/carer Email address Parent/carer Phone Parent/carer Contact preference Pupil LanguageScreen Assessment Pupil CELF assessment data Pupil BPVS assessment data

	Pupil APT assessment data Pupil Assessments Audio Recordings BESSI (School Readiness) Assessment Pupil Early Literacy Skills (YARC Assessment) Pupil involvement in other language intervention at school Parent Surveys (pre PACT programme) Parent Surveys (post PACT programme) PACT Usage Record Forms PACTApp data Parent PACT Training Attendance Information
The categories of Data Subjects	Participants (school staff, children, parents)

2.   **Data Sharing Table**

Type of Data	Source of data	Shared with Durham University	Shared with Manchester University	Shared with School
School Level Data				
Memorandum of Understanding (MoU)	School	Yes	Yes	Yes
Head Teacher or senior leadership team member Name				
Head Teacher or senior leadership team member Email Address	School	Yes	Yes	Yes
PACT Lead Name	School	Yes	Yes	Yes
PACT Lead Email Address	School	Yes	Yes	Yes
PACT Lead Phone Number	School	Yes	Yes	Yes
PACT Lead Role within school	School	Yes	Yes	Yes
Withdrawal Reasons (partial or full withdrawal from project)	School	Yes	Yes	Yes
Notes (staff changes etc)	School	Yes	Yes	Yes
PACT Lead Training Attendance Information	Manchester University/School	Yes	Yes	Yes
Participant level data:				
Pupil Name	School/Parent (shared via school)	Yes	Yes	Yes
Pupil Date of Birth	School/Parent (shared via school)	Yes	Yes	Yes
Pupil Sex	School/Parent (shared via school)	Yes	Yes	Yes
Pupil Address	School/Parent or carer (shared via school)	Yes	Yes	Yes

Pupil Postcode	School/Parent or carer (shared via school)	Yes	Yes	Yes
Pupil - English as main language spoken at home	Parent or carer (shared via school)	Yes	Yes	Yes
Pupil – Number of languages spoken at home	Parent or carer (shared via school)	Yes	Yes	Yes
Pupil – Main language spoken at home	Parent or carer (shared via school)	Yes	Yes	Yes
Pupil – Nursery attendance pattern	School	Yes	Yes	Yes
Pupil - Allocation to comparison or PACT group	Durham University	Yes	Yes	Yes
Pupil UPN	School	Yes	Yes	Yes
Name of School 2021/2022	School/Parent or carer (shared via school)	Yes	Yes	Yes
Name of School 2022/2023	School*/Parent or carer (shared via school)	Yes	Yes	Yes
Early Years Pupil Premium (EYPP) Status	School*	Yes	Yes	Yes
Parent/Carer Name	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Address	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Email Address	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Phone Number	Parent or carer (shared via School)	Yes	Yes	Yes
Parent/Carer Contact Preference	Parent or carer (shared via School)	Yes	Yes	Yes
LanguageScreen Assessment	School to assess eligible** pupils	Yes	Yes	Yes****
Pupil CELF assessment data	Manchester University to assess eligible** pupils	Yes	Yes	No
Pupil BPVS assessment data	Manchester University to assess eligible** pupils	Yes	Yes	No
Pupil APT assessment data	Manchester University to assess eligible** pupils	Yes	Yes	No
Early Literacy Skills (YARC Assessment)	Manchester University to assess eligible** pupils	Yes	Yes	No
BESSI (School Readiness) Assessment	School to assess eligible** pupils	Yes	Yes	Yes
Pupil Assessments Audio Recordings	Manchester University to record assessments of eligible** pupils	Yes	Yes	No
Pupil involvement in other language intervention at school	School	Yes	Yes	Yes
Parent Surveys (pre PACT Programme)	Parent or carer (may be shared via School)	Yes	Yes***	Yes

Parent Surveys (post PACT Programme)	Parent or carer (may be shared via School)	Yes	Yes***	Yes
PACT Usage Record Forms	Parent or carer (may be shared via School)	Yes	Yes	Yes
PACT App usage data	Parent completes Manchester University app	Yes	Yes	Yes
Parent PACT Training Attendance Information	Manchester University/Parent or carer	Yes	Yes	Yes

*School if Parent has agreed to this in the participation agreement
**Eligible pupils/parents are those with completed participation agreements forms outlining their agreement to assessment/interview
***Paper copies of survey may be collected by Manchester University and returned to Durham University for data entry. Data contained within the surveys is not shared back with Manchester University (with the exception of Home Learning Environment Questions).
****LanguageScreen data to be collected by schools using LanguageScreen app but schools will not receive assessment results

3.   **Responsibilities of Joint Controllers**

UoM responsibilities	- Collect personal and non-personal data and store it securely - Transfer data as agreed to Durham University - Develop and issue privacy notices (physical and electronic copies) to participants - Obtain participation agreement from participating parents on behalf of themselves and their child - Respond to any Data Subject Requests in the first instance, having consulted with the other party on any response; - Set up storage arrangements for the Personal Data at University of Manchester - Create records from the Personal Data and maintain accuracy of the records, dealing with any rectification requested from a Data Subject, if applicable
Durham University responsibilities	- Collect personal and non-personal data and store it securely - Transfer data as agreed to the University of Manchester - Agree privacy notices with University of Manchester - Set up storage arrangements for the Personal Data at Durham University - Create records from the Personal Data and maintain accuracy of the records, dealing with any rectification requested from a Data Subject, if applicable
Joint responsibilities	(i) The security of the Personal Data in its possession or control; (ii) The restrictions on transfers of Personal Data where that Party instructed the data transfer; (iii) Informing each other of Personal Data Breaches;

	(iv) Deciding appropriate notification steps to take where there is a Personal Data Breach; (v) Deciding use of sub-Processors; (vi) If Personal Data is to be transferred to a restricted country, putting in place necessary additional safeguards to protect the Personal Data so transferred. (vii) Informing each other of a need to rectify/delete/restrict processing of Personal Data where necessary

4.   **Responsibilities of Individual Controller**

School responsibilities	• The security of the Personal Data in its possession or control; • Transfer data securely as agreed to the University of Manchester (UoM) and Durham University • Only providing pupil and parent data where participation agreement forms have been completed, which specify the right to transfer data to UoM and Durham University. • Informing UoM and Durham University of a need to rectify/delete/restrict processing of Personal Data where necessary

PACT Lead Training Survey

Parents and Children Together (PACT-3)

Thank you for agreeing to take part in the PACT-3 project. As you have taken part in the PACT Lead training, we would ask you to complete this survey about your **experience of the training and your expectations of the PACT programme going forward.**

This survey is being carried out by the PACT Evaluation team at Durham University as part of the independent evaluation of PACT-3 (funded by the Education Endowment Foundation; EEF). This research study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Your participation

Your participation in this survey is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without giving a reason. If you decide not to complete this survey, this will not affect you or your school's participation in the PACT-3 project.

This survey should take approximately 10 minutes to complete.

How we will use your data

We will analyse the data provided in this survey as part of the evaluation of the PACT-3 project. Your name, position in the school and the identity of your school's PACT Lead will be shared with the delivery team at the University of Manchester (questions 2-4, 9) to facilitate project administration. Your personal views of the training and expectations of the programme will only be accessed by independent PACT Evaluation team, who will analyse your responses along with the responses of the other PACT Leads in the project.

With the exceptions noted above, no personal data will be shared with anyone outside of the evaluation team without removal of all identifying information. Your answers may be quoted directly, and the information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised so that

neither you, nor your school, can be identified.

A detailed privacy notice can be found on the PACT project website: https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact the project Research Assistant at Durham University by email, pact.evaluation@durham.ac.uk or phone, 0191 334 4668.

Consent form

By completing the survey and pressing the finish button, you are indicating that: 1) You have read the information on the previous page and the privacy notice; and 2) You have voluntarily agreed to participate in the survey. ✷ *Required*

○ Yes - I agree to participate

○ No - I don't wish to participate

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Information about you and your school

Your name: ✳ *Required*

Name of your school: ✳ *Required*

Your school postcode: ✳ *Required*

Please enter a valid UK postcode.

What is your job title?

Please tell us if you have any additional responsibilities or roles in the school, which are not described by your job title (e.g. Literacy coordinator, parent liaison).

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How many years of classroom experience do you have? Please enter a number in years.

Please enter a number.

Which year group(s) do you mainly work with? Write NA, if not applicable?

Will you be the day-to-day PACT Lead for your nursery/school?

○ Yes

○ Yes, I will share the PACT lead role with another staff member

○ No, I will not be the PACT Lead

If you are not going to be the PACT Lead for your school, who is? If not yet known, please state 'To Be Confirmed'.

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Reasons to sign up

Why did your school decide to take part in the PACT-3 project?

What would your school like to achieve through delivering the PACT programme over the next academic year?

Reasons to sign up

PACT Lead Training

Was your school involved in the previous PACT project (delivering the PACT programme between 2019 and 2020)?

○ Yes

○ No

○ I don't know.

Were you directly involved in delivering the PACT programme previously?

○ Yes

○ No

Please describe how you were involved?

[   ]

Before today's session, had you previously attended PACT Lead training delivered by The University of Manchester PACT Team?

○ Yes

○ No

Did you feel it was helpful to attend the PACT Lead training again?

○ Yes

○ Some parts were helpful

○ No

How did the online training compare to the face-to-face training you attended previously?

○ Face-to-face training was more effective

○ Online training was more effective

○ Face-to-face training and online-training were equally effective

Please tell us more about why you answered in the way you did.

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○ Face-to-face training was more effective

○ Online training was more effective

○ Face-to-face training and online-training were equally effective

PACT Lead Training Content

To what extent did you find these elements of the PACT Lead Training useful?

	Very useful	Useful	Not very useful	Not at all useful
PACT language programme overview	○	○	○	○
Recruiting families to PACT	○	○	○	○
Details of the evaluation including child assessments and the process evaluation	○	○	○	○
Parent training and support	○	○	○	○

Following your PACT Lead training, how confident do you feel about carrying out the required administration (e.g., completing paperwork, liaising with the delivery team) for the PACT-3 project in your school?

○ Not at all confident
○ Slightly confident
○ Somewhat confident
○ Fairly confident
○ Very confident

Following your PACT lead training, how confident do you feel about supporting parents in your school to deliver the PACT programme?

○ Not at all confident
○ Slightly confident
○ Somewhat confident
○ Fairly confident

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○ Very confident

Following your PACT lead training, how confident do you feel about recruiting at least 10 families to the PACT-3 project?

○ Not at all confident

○ Slightly confident

○ Somewhat confident

○ Fairly confident

○ Very confident

The PACT programme is intended for parents to use best practice teaching strategies to support language development. Were these teaching strategies familiar to you?

○ None of them were familiar to me

○ Some of them were familiar to me

○ Most of them were familiar to me

○ All of them were familiar to me

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PACT Lead Training Online

As this was the first time the PACT Lead Training has been delivered remotely, please provide us with some feedback about the session.

What did you think about the length of the training session?

- ○ It was too short
- ○ It was about right
- ○ It was too long

What did you think about the pace of the online training delivery?

- ○ The pace was too slow
- ○ The pace was about right
- ○ The pace was too fast

What did you think about the opportunities for interaction, discussion and asking questions?

- ○ There were not enough opportunities for interaction
- ○ There were enough opportunities for interaction
- ○ There were too many opportunities for interaction

How important was having a copy of an example PACT pack in hand (sent prior to the training) in helping you to understand the PACT programme during the training?

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○ Very important

○ Somewhat important

○ Not important

○ N/A, I didn't receive a pack

In your opinion is a physical copy of the PACT pack necessary or would an electronic copy be adequate?

○ Electronic copy only would be adequate

○ Physical copy is necessary

○ I could not tell, I did not receive a copy

How likely is it that you will use the handout supplied to help you with talking to families about the PACT-3 project?

○ I will use it

○ I might use it

○ I am unlikely to use it

○ I will not use it

Did you encounter any difficulties with registering for, accessing or following today's PACT training session?

☐ No

☐ Yes, with registering for the session

☐ Yes with accessing the session

☐ Yes, with following the session

Please explain your difficulties.

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Appendix F.1 PACT Lead Post Training Survey

Were the number of date/time options available for the PACT Lead training enough?

○ Yes – the two available options were enough

○ No – would have preferred an alternative time/date

Please let us know what time would have been more suitable.

Do you have any further comments about the PACT Lead training?

Do you have any suggestions of how to improve the training in the future?

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Thank you

You have reached the end of the survey. We will receive your responses once you press the 'Finish' button. Thank you for your responses.

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Final page

Thank you for completing the survey. Please don't hesitate to get in touch by email pact.evaluation@durham.ac.uk, if you have any questions or concerns.

PACT-3 Evaluation Team

School of Eduaction, Durham University

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Appendix F.2 PACT Lead Baseline Survey

PACT Lead Usual Practice Survey for PACT-3

As the PACT lead for your nursery, we would like to invite you to take part in a survey for the PACT evaluation. This survey is being carried out by the evaluation team at Durham University as part of the independent evaluation of PACT (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Please complete one response per school. If there is more than one PACT Lead in your school, please complete the survey together.

The purpose of this survey is to find out about your experiences so far with the PACT project, and your nursery's 'usual practice' in supporting parents/carers to help their child's development.

Your participation in this survey is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide not to take part at any time when completing this survey, this will not affect you or your nursery's participation.

This survey should take approximately 20 minutes to complete. If you wish, you can fill this survey online:

https://durham.onlinesurveys.ac.uk/pact-leads-survey-2021

How we will use your data

Your responses to the survey will be transferred into electronic format, after which the paper copies will be destroyed. Your survey responses will be stored electronically on encrypted servers by Durham University. Access to your personal survey data will be limited to the project evaluation team, who will carry out analysis on your responses. Your answers may also be shared with University of Manchester; however, these will be anonymised and not linked to you or your nursery.

No personal data will be shared with anyone outside of the study partners without removal of all identifying information. The responses that you provide will be used in research reports along with the responses from other participants in the project. Your survey answers may be quoted directly however, your data will be anonymised in these so that neither you, nor your child, can be identified.

If you wish to withdraw from the project after completing the survey and for your data to be deleted, please tell us as soon as possible. We will delete your survey response data from the project when requested, however, once we have written up the findings it will not be possible to withdraw your contributions to the findings. To withdraw from the study please use the contact details below and provided at the end of the survey.

A detailed privacy notice can be found on the PACT project website:

https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

Once you have completed the survey, please return it to Durham University in the prepaid envelope provided. If you have any questions or wish to speak with a member of the PACT evaluation team, please contact us.

| Durham University |
| School of Education |
| PACT / Caedmon |
| Leazes Road |
| Durham |
| DH1 1TA |
| |
| Research Assistant |
| pact.evaluation@durham.ac.uk |
| 0191 334 4668 |

PACT Usual Practice survey – for PACT Leads

By completing the survey and returning it to the PACT Evaluation Team, you are indicating that:

▪ You have read the above information and the privacy notice

▪ You have voluntarily agreed to participate in the survey

<u>Please confirm whether you agree to participate or not:</u>

☐ Yes – I agree to participate

☐ No – I do not wish to participate

About you and your school

Q1   Your name: _____

Q2   Your nursery's name: _____

Q3   Your nursery's Post Code: _____

Continue to next page ▶

Parent recruitment

Q4   How many 3-4 year old children, due to start nursery in September 2022, are there enrolled in the nursery?

_____

Q5   Of these children, how many were eligible to participate in PACT? Please include both those that have and haven't signed up to the PACT project.

Eligibility criteria includes: a member of the family with a sufficient level of English to access the materials; not having a sibling in the same year group; child not having a suspected or diagnosed learning difficulty or developmental delay; expectation that child will stay in the area and take up nursery place; family not involved in previous PACT Project.

_____

Q6   How many families did the nursery approach about taking part in PACT?

_____

Q7   How did you approach families about taking part? (Please select all that apply.)

- ☐ In person
- ☐ By letter
- ☐ By email
- ☐ By text
- ☐ Phone
- ☐ Used video provided by PACT team
- ☐ Presentation (e.g. parents' evening)
- ☐ Video calling software (e.g. Zoom)
- ☐ Online platforms (e.g. Tapestry, Facebook)
- ☐ Other (please explain)

_____

Q8	Did you choose not to approach any eligible families? (Please select one option.)	☐ Yes ☐ No Please give reasons why: _____ _____ _____
Q9	For the eligible families who did not sign up, what reasons (if any) did they give for not wanting to participate?	_____ _____ _____ _____
Q10	Were there any families who were particularly hard to recruit? If so, please describe what made it challenging and if and how you adapted recruitment to engage these families?	_____ _____ _____ _____ _____ _____
Q11	A. Was your school involved in the PACT-2 study?	☐ Yes ☐ No (Go to Q12)
	B. If you selected yes, how did your experience of recruiting families to the PACT-3 study compare to PACT-2?	☐ It was easier to recruit families to PACT-3 ☐ It was more difficult to recruit families to PACT-3 ☐ It was just as easy/difficult to recruit families to PACT-3 ☐ I wasn't involved in recruiting families in PACT-2
	C. Please describe why you think this.	_____ _____ _____

Support

Q12	Please describe the support you received from the University of Manchester regarding PACT during the set-up and family recruitment process. (Select one answer).	☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very poor ☐ I have not needed support
Q13	Is there anything the University of Manchester PACT team could have done better to provide support?	_____ _____ _____ _____ _____ _____

Q14 So that we can collect data on the resourcing and costs of doing PACT, please estimate how much time you and other staff members in the nursery have spent on PACT from signing up to the project until now? Please include the time required for training, familiarising yourself with materials, project administration, recruiting families to PACT as well as anything else relevant.

Please do not include time doing the LanguageScreen assessments.

	Role in Nursery (e.g. teacher, teaching assistant, administrator, head teacher)	PACT related activities undertaken	Time spent (in hours)
You - (PACT Lead			hrs
Second member of staff			hrs
Third member of staff			hrs
Fourth member of staff			hrs

Q15	Has the school paid for any external teaching cover so that PACT can be delivered (not including LanguageScreen assessments)?	☐ Yes ☐ No

If yes, how much cover was provided in hours?	_____ hours
Please tell us the cost of the school providing this cover (if known)	£ _____

Q16 Has the school had any non-staff costs related to the PACT project during PACT Lead training, set-up and family recruitment (e.g. resources, refreshments for events, room hire)?

If so, please include the cost and what it was for below.

Resource	Cost (in pounds)
	£
	£
	£
	£
	£

Continue to next page ▶

Usual practice with supporting home learning

Q17	What does the nursery currently do to provide advice, training or activities to help families support their child's development? Please describe what you offer, the focus of the activities, frequency and format.	
Q18	If relevant, how do you adapt this support for different families?	
Q19	Where does PACT fit alongside existing provision? (select all that apply)	☐ Replacing something we already do ☐ A new addition to what we offer ☐ Filling a gap in what we provide ☐ Complementing our existing offer ☐ Continuing using PACT after involvement previously ☐ Other (please describe)
Q20	Is your nursery currently taking part in any other programmes targeting early language or reading skills? (These do not need to be related to home learning)	If so, please provide the name of the programme(s) below:

Thank you for your time in completing this questionnaire.

If you have any questions, please contact the research team at Durham University at

pact.evaluation@durham.ac.uk or phone *0191 33 44 668*

Appendix F.3 PACT Lead Post Intervention Survey

Information Sheet

As the PACT lead for your school, we would like to invite you to take part in a survey for the PACT evaluation. This survey is being carried out by the project team at Durham University as part of the independent evaluation of PACT (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Purpose of the survey

The purpose of this survey is to find out about your experiences with the PACT project.

Your participation

Your participation in this survey is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide not to take part at any time when completing this survey, this will not affect you or your nursery's participation.

This survey should take approximately 20 minutes to complete.

How we will use your data

We will link your responses to the responses you gave in the baseline survey. Access to the personal survey data will be limited to the Project Evaluation team, who will carry out analysis on your responses. Your answers may also be shared with Manchester University; however, these will be anonymised and not linked to you or your school.

No personal data will be shared with anyone outside of the study partners without removal of all identifying information. Your answers may be quoted directly, and the information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised so that neither you, nor your nursery, can be identified.

A detailed privacy notice can be found on the PACT project website:

https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact the project Research Assistant at Durham by email, pact.evaluation@durham.ac.uk, or phone, 0191 334 4668.

Final PACT Lead survey (PACT-3)

By completing the survey and returning it to the PACT Evaluation Team, you are indicating that:

- You have read the information sheet and the privacy notice
- You voluntarily agree to participate in this survey

<u>Please confirm whether you agree to participate or not:</u>

☐ Yes – I agree to participate

☐ No – I do not wish to participate

About you and your nursery

Q1 Your name:

Q2 Your nursery's name:

Family engagement with PACT

Q3	In general, how have families engaged with the PACT activities? *(Select one option)*	☐ Most families have engaged well throughout the project.
		☐ Most families engaged well at the beginning of the project but reduced engagement over time.
		☐ Most families have not engaged well with PACT activities throughout the project.
		☐ Most families engaged less well at the beginning of the project but have increased their engagement over time.
		☐ None of the above.
		Please provide further detail about the engagement of the families below if relevant.
		_____ _____ _____ _____
Q4	Did any family in your setting completely stop doing PACT or stop asking for new packs?	☐ Yes
		☐ No
		If yes, please tell us how many families completely stopped doing PACT?
		_____
		If yes, please tell us any known reasons why they stopped doing PACT?
		_____ _____ _____

Q5	Did any family in your setting temporarily stop doing PACT - but restarted again later?	☐ Yes ☐ No ☐ I don't know If yes, please tell us how many families temporarily stopped doing PACT? _____ If yes, please tell us any known reasons why they temporarily stopped doing PACT? _____ _____ _____
Q6	Did you receive any feedback regarding PACT from parents or carers? *(Select one option)*	☐ Mostly positive feedback ☐ Mixed – both positive and negative – feedback ☐ Mostly negative feedback ☐ No feedback received Please tell us about the positive feedback you have received from parents in more detail. _____ _____ _____ _____ Please tell us about the negative feedback you have received from parents in more detail. _____ _____ _____ _____

Continue to next page ▶

Supporting families with PACT

Please tell us about the support you have offered to parents both at the early stages of delivering PACT and later on in the project.

Early stages of the project

Q7	What - if any - support did you offer families doing PACT during the first 5 weeks of delivery (first PACT pack before Christmas)? *(Select all that apply)*	☐ Inviting parents to share ideas and strategies as a group ☐ Checking in with parents at pick up/drop off ☐ Working with individual families ☐ Promoting PACT via website/school social media ☐ Troubleshooting issues ☐ Modelling the activities ☐ Celebrating successes ☐ Preparing resources for families ☐ Help filling in record forms or App ☐ Training parents who hadn't attended the online training ☐ Other support ☐ No support was needed ☐ Not able to offer support Please describe any support provided including the nature of the support and the frequency of it. _____ _____ _____
Q8	What were the common issues/ questions that parents had during the first five weeks of PACT?	_____ _____ _____ _____ _____ _____ _____

Q9   Please, estimate how much time (in days) you and other staff members in the nursery spent getting families started with PACT (between October and December 2021).

Please include the time required for project administration, providing training, supporting families to do PACT as well as anything else relevant.

Don't include time supporting the research project activities (e.g. questionnaires, assessments, interviews etc.).

	Role in Nursery (e.g. teacher, teaching assistant, administrator, head teacher)	PACT related activities undertaken (e.g. parent training, initial support for families, disseminating packs)	Time spent (in days)
You - (PACT Lead			days
Second member of staff			days
Third member of staff			days

Continue to next page ▶

Ongoing PACT delivery

Q10	What - if any - support have you offer families doing PACT after the first 5 weeks of delivery (PACT packs 2-6 after Christmas)? *(Select all that apply)*	☐ Inviting parents to share ideas and strategies as a group ☐ Checking in with parents at pick up/drop off ☐ Working with individual families ☐ Promoting PACT via website/school social media ☐ Troubleshooting issues ☐ Modelling the activities ☐ Celebrating successes ☐ Preparing resources for families ☐ Help filling in record forms or App ☐ Other support ☐ No support was needed ☐ Not able to offer support Please describe any support provided including the nature of the support and the frequency of it. _____ _____ _____
Q11	What have been the common issues/ questions that parents have had after the first five weeks of PACT?	_____ _____ _____ _____ _____ _____

Q12 Please, estimate how much time (in days per month) you and other staff members in the nursery have been spending on PACT from January 2022 onwards?

Please include the time required for project administration, supporting families to do PACT as well as anything else relevant.

Don't include time supporting the research project activities (e.g. questionnaires, assessments, interviews etc.).

	Role in Nursery (e.g. teacher, teaching assistant, administrator, head teacher)	PACT related activities undertaken (e.g. disseminating packs, helping with phone app/paper records)	Time spent (in days/ month)
You – (PACT Lead			d/m
Second member of staff			d/m
Third member of staff			d/m

Q13 Have you adapted how you deliver PACT in the nursery to suit your setting compared to what was stated in the training?

☐ Yes

☐ No

If yes, what changes did you make and why?

_____

_____

_____

_____

_____

Cost of delivering PACT

Q14	Has the school paid for any external teaching cover since October 2021 so that PACT can be delivered?	☐ Yes ☐ No If yes, how much cover was provided in hours? _____ If yes, what was the cover for? _____ If known, please tell us the cost (in pounds) to the school of providing this cover. _____
Q15	Has the school had any non-staff costs related to the PACT project from October 2021 up till now (e.g. purchasing additional material, catering costs etc.)?	☐ Yes ☐ No

If yes, please include the approximate cost and what it was for below.

	Resource	Cost in pounds
Non-staff cost 1		£
Non-staff cost 2		£
Non-staff cost 3		£
Non-staff cost 4		£

Delivering PACT for the second time

Q16	Did your nursery deliver the PACT programme previously in PACT-2?	☐ Yes ☐ No. Go to Q18. ☐ I don't know. Go to Q18.
Q17	Has your nursery's previous experience of delivering PACT influenced how you deliver it this time?	☐ Yes ☐ No If yes, please describe in what ways it has been influenced. _____ _____ _____ _____ _____

Impact of PACT

Q18	Please describe any impact (positive or negative) you feel that doing PACT has had for the participating children and families.	_____ _____ _____ _____
Q19	Please describe any impact (positive or negative) you feel that doing PACT has had on you as the PACT Lead or your nursery.	_____ _____ _____ _____

Nursery practice outside PACT

Q20	Does your nursery send home books to support families to read to their child at home?	☐ Yes

☐ No

If yes, how often do children take books home?

☐ More often than once a week

☐ Weekly

☐ Fortnightly

☐ Monthly

☐ Less often

☐ Other

If you selected other, please specify:

_____ If yes, do you provide additional resources/activities to support book reading (e.g., Book bag)?

☐ Yes

☐ No

If yes, what kind of resources are provided?

_____

_____

_____

Q21	Have you done any extra activities in nursery or sent materials home specifically for the 3–4-year-old children not doing PACT?	☐ Yes, activities in nursery

☐ Yes, materials sent home

☐ No, nothing different to those doing PACT

If yes, please describe these activities:

_____

_____

_____

_____

_____

| Q22 | Have you changed your normal practice in nursery as a result of the PACT programme and training? | ☐ Yes ☐ No If yes, please describe how your practice has changed: _____ _____ _____ _____ _____ |

Reflections on PACT project

Q23	Overall, how would you rate the usefulness of the PACT programme to your nursery and the families involved? *(Select only one)*	☐ Very useful ☐ Quite useful ☐ Somewhat useful ☐ Not at all useful Please explain your answer below: _____ _____ _____
Q24	If you were to deliver PACT in your nursery again, what changes - if any - would you make?	_____ _____ _____ _____ _____
Q25	What impact - if any - has Covid-19 had on the way you have been able to run and support PACT-3 this year?	_____ _____ _____ _____ _____
Q26	Are there any other comments or feedback you would like to add about PACT?	_____ _____ _____ _____

Thank you for your time in completing this questionnaire.

Please return the survey using the stamped, addressed envelope to: Durham University, School of Education, PACT Project/Caedmon, Leazes Road, Durham, DH1 1TA

If you have any questions, please contact the research team at Durham University through email: **pact.evaluation@durham.ac.uk** or by phone: **0191 33 44 668.**

Parent/carer Start of Project Survey for PACT-3

As a parent/carer involved in the Parents and Children Together project (PACT-3), we would like to invite you to take part in a survey for the PACT evaluation. This survey is being carried out by the PACT evaluation team at Durham University as part of the independent evaluation of the PACT programme (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

As a thank you for your time, we will offer you a chance to win one of four £25 Amazon vouchers.

The purpose of this survey is to find out about why you signed up for the PACT-3 project, how you feel about supporting your child's learning and your 'usual practice' regarding the learning activities that your child does whilst at home.

Your participation in this survey is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide not to take part at any time when completing this survey, this will not affect you or your child's participation in the study. Please note that in order to enter the prize draw you will need to click the finish button at the end of the survey.

This survey should take approximately 5-10 minutes to complete. If you wish, you can fill this survey online:

https://durham.onlinesurveys.ac.uk/pact-parent-survey-2021

How we will use your data

Your responses to the survey will be transferred into electronic format, after which the paper copies will be destroyed. Your survey responses will be stored electronically on encrypted servers by Durham University. The responses that you provide will be used in research reports along with the responses from other participants in the project. Your survey answers may be quoted directly, however, your data will be anonymised in these so that neither you, nor your child, can be identified.

We will share your responses to the Home Learning Environment questions (pages 3-5) with the PACT Team at The University of Manchester so that we can collaborate on the research, but anything else will only be shared anonymously.

If you wish to withdraw from the project after completing the survey and for your data to be deleted, please tell us as soon as possible. We will delete your survey response data from the project when requested, however, once we have written up the findings it will not be possible to withdraw your contributions to the findings. To withdraw from the study please use the contact details below.

At the end of the project, your child's information from this project will be shared securely with EEF and the EEF's data archive and linked with the National Pupil Database (NPD) for long-term follow-up of the impact of the programme.

A detailed privacy notice can be found on the PACT project website: https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

Once you have completed the survey, please return it to Durham University in the prepaid envelope provided.

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact us.

Durham University
School of Education
PACT / Caedmon
Leazes Road
Durham
DH1 1TA
Research Assistant
pact.evaluation@durham.ac.uk
0191 334 4668

PACT Usual Practice survey – for parents/carers

By completing the survey and returning it to the PACT Evaluation Team, you are indicating that:

- You have read the cover letter and the privacy notice
- You have voluntarily agreed to participate in the survey

Please confirm whether you agree to participate or not:

☐ Yes – I agree to participate

☐ No – I do not wish to participate

About you and your child

Please fill in this survey about your 3 – 4-year-old child who will start in reception at school in September 2022.

Q1   Your name: _____

Q2   Your email address: _____

Q3   Your child's first name: _____

Q4   Your child's last name: _____

Q5   Your child's nursery: _____

Continue to next page ▶

You and your family

Q6	How many people live in your household (including you and the child in the project)?

Please enter a number for each age category.

Number of children aged 0-2	
Number of children aged 3-4	
Number of children aged 5-10	
Number of children aged 11-18	
Number of adults (aged 18+)	

Q7	What is the highest qualification of anyone in your household?	☐ No formal qualifications
		☐ GCSE or equivalents
		☐ A-level or equivalents
		☐ Apprenticeship
		☐ Vocational qualification
		☐ Higher Education Degree (or above)

Q8	How many children's books do you have at home?	☐ 0 – 10 books
		☐ 11 – 20 books
		☐ 21 – 50 books
		☐ 51 – 100 books
		☐ Over 100 books

Q9	Does your child look at books on an electronic device (e.g. a tablet)?	☐ Yes	☐ No

Q10	How confident do you feel in your ability to support your child's learning overall?	☐ Very confident
		☐ Confident
		☐ Not very confident
		☐ Not at all confident

Q11	How confident do you feel in your ability to support your child's language learning through reading together and doing activities around books?	☐ Very confident
		☐ Confident
		☐ Not very confident
		☐ Not at all confident

Home learning environment

Q12	A. How often does anyone at home read to your child?	☐ More than once a day
		☐ Once a day
		☐ Several times a week
		☐ Once a week
		☐ Occasionally or less than once a week
		☐ Never *[skip part B, go straight to Q13]*

B. If someone reads with your child at home, roughly how long does a reading session usually last? Please answer in minutes:

_____ minutes

Q13	How often does anyone at home take your child to the library?	☐ Once a week
		☐ Once a fortnight
		☐ Once a month
		☐ On special occasions
		☐ Never

Q14	How often does anyone at home teach your child how to read?	☐ 7 or more times a week
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q15	How often does your child play with letters at home?	☐ 7 or more times a week
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q16	How often does someone at home help your child to learn the ABC or alphabet?	☐ 7 or more times a week
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q17 How often does someone at home try to teach your child numbers or counting?

- ☐ 7 or more times a week
- ☐ 6 times a week
- ☐ 5 times a week
- ☐ 4 times a week
- ☐ 3 times a week
- ☐ Once or twice a week
- ☐ Occasionally or less than once a week
- ☐ Never

Q18 How often does someone at home try to teach your child songs, poems or nursery rhymes?

- ☐ 7 or more times a week
- ☐ 6 times a week
- ☐ 5 times a week
- ☐ 4 times a week
- ☐ 3 times a week
- ☐ Once or twice a week
- ☐ Occasionally or less than once a week
- ☐ Never

Q19 How often does your child paint or draw at home?

- ☐ 7 or more times a week
- ☐ 6 times a week
- ☐ 5 times a week
- ☐ 4 times a week
- ☐ 3 times a week
- ☐ Once or twice a week
- ☐ Occasionally or less than once a week
- ☐ Never

Taking part in the PACT research project

Q20   What are the top three reasons why you and your family want to take part in PACT? Please tick no more than three statements.

- [ ] To help my child get ready for school
- [ ] To improve my child's attention and behaviour (concentration, listening, sitting still, confidence)
- [ ] To help my child develop a positive attitude to learning
- [ ] To give my child a love for books
- [ ] To encourage my child's early reading skills
- [ ] To support my child's communication and speech
- [ ] To support my child's language skills
- [ ] To develop my child's imagination
- [ ] To support my child's numeracy/maths skills
- [ ] To improve my child's school results
- [ ] To support my child's general development
- [ ] To help my child to tell stories
- [ ] To develop my ability to teach my child
- [ ] To spend more time with my child
- [ ] To improve the quality of time with my child
- [ ] To involve family members in activities around reading
- [ ] To reduce my child's screen time
- [ ] To develop a new family routine
- [ ] To increase my understanding about how children learn learning
- [ ] To get free children's books
- [ ] To get vouchers
- [ ] My child's nursery said it would help my child
- [ ] Other (please give details) _____

Prize draw opportunity

We will have a prize draw for four Amazon vouchers, £25 each. We will draw the winners at random from all the responses received by **the 15th October**.

Q21	Would like to be entered into the prize draw to win one of four £25 Amazon vouchers?

☐ Yes

If yes, please provide your email address (or, if you don't have one, your phone number):

_____

Note: your contact details will only be used to administer the prizes.

☐ No

Thank you for your time in completing this questionnaire.

Please **return the survey no later than the 15th October 2021** using the stamped, addressed envelope to:

Durham University

School of Education

PACT Project/Caedmon

Leazes Road

Durham

DH1 1TA

If you have any questions, please contact the research team at Durham University at

pact.evaluation@durham.ac.uk or phone *0191 33 44 668*

Parents and Children Together (PACT-3) Survey

Dear Intervention Group parent/carer,

In September 2021, you were invited to complete the baseline survey for the Parents and Children Together (PACT-3) project. We now invite you to complete our end of project survey.

To thank you for your time, you can choose to enter a prize draw to win one of four £25 Amazon vouchers at the end of the survey.

This year you have been part of the group which received the PACT materials. Your answers to this survey are important, so that we understand how things have changed for you and your child over the year.

This survey is being carried out by the project team at Durham University as part of the independent evaluation of PACT-3 (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Purpose of the survey

The purpose of this survey is to find out about your 'usual practice' at home, e.g. the activities that your child does whilst at home and any activities and support that you have received from your child's nursery. We also want to find out how you used the PACT materials and what you thought of the programme.

Your participation

Your participation in this survey is voluntary. You are free to skip questions that you do not wish to answer without having to give a reason. If you decide not to complete this survey, it will not affect you or your child's participation in the study.

This survey should take around 15 minutes to complete. A stamped, addressed envelope is provided for you to return the paper copy of the survey to us. If you would prefer to fill in the survey online, it can be found here:

https://durham.onlinesurveys.ac.uk/pact-intervention-parents-survey

If you complete the survey by 4th July 2022, you can choose to take part in a prize draw to win one of four £25 Amazon vouchers.

How we will use your data

Your response to the survey will be stored electronically on encrypted servers by Durham University and by our partners. We will share some survey data with the PACT Team at The University of Manchester although your responses and comments about the PACT programme will only be shared anonymously. At the end of

the project, your child's information will be linked with the National Pupil Database (NPD) and shared with EEF, for long-term follow-up of the impact of the PACT programme and other research.

The information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised in these so that neither you, nor your child, can be identified.

A detailed privacy notice can be found on the PACT project website:
https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

If you have any questions or wish to speak with a member of the PACT Evaluation Team, do not hesitate to contact us.

On behalf of the PACT evaluation team at Durham University,

Paivi Eerola
Research Assistant
pact.evaluation@durham.ac.uk
0191 334 4668

Pupil ID _____

Usual Practice survey – for PACT parents/carers

By completing the survey and returning it to the PACT Evaluation Team, you are indicating that:

- You have read the cover letter and the privacy notice

- You have voluntarily agreed to participate in the survey

<u>Please confirm whether you agree to participate or not:</u>

☐   Yes – I agree to participate

☐   No – I do not wish to participate

About you and your child

Please answer this survey in relation to your child who is taking part in the PACT project through nursery and who is due to start school in September 2022.

Q1	What is your relationship to your child?		
		☐	Mother
		☐	Father
		☐	Other, please specify:
			_____

Your child at home

We would like to ask you about the things you and your family do with your child as part of your normal home activities.

Q2	A. How often does anyone at home read to your child?	☐ More than once a day
		☐ Once a day
		☐ Several times a week
		☐ Once a week
		☐ Occasionally or less than once a week
		☐ Never *[skip part B, go straight to Q3]*
	B. In a day when someone reads with your child at home, how long (in minutes) would they typically spend reading? _____ minutes	
Q3	How often does anyone at home take your child to the library?	☐ Once a week or more frequently
		☐ Once a fortnight
		☐ Once a month
		☐ On special occasions
		☐ Never
Q4	How often does your child play with letters at home?	☐ 7 times a week / constantly
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q5	How often does someone at home help your child to learn the ABC or alphabet?	☐ 7 times a week / constantly
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q6	How often does someone at home try to teach your child numbers or counting?	☐ 7 times a week / constantly
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q7	How often does someone at home try to teach your child songs, poems or nursery rhymes?	☐ 7 times a week / constantly
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q8	How often does your child paint or draw at home?	☐	7 times a week / constantly
		☐	6 times a week
		☐	5 times a week
		☐	4 times a week
		☐	3 times a week
		☐	Once or twice a week
		☐	Occasionally or less than once a week
		☐	Never

Continue to next page ▶

PACT training and support

Q9	What type of PACT training did you have? (Select one option.)	☐ Attended online training with trainers from the University of Manchester ☐ Attended training with nursery staff ☐ Watched the PACT training video ☐ I didn't have any training ☐ Other, please explain: _____
Q10	How confident did you feel to do PACT with your child after the PACT training?	☐ Very confident ☐ Somewhat confident ☐ Not at all confident ☐ I was not trained in how to use PACT
Q11	Did you have any questions about how to use PACT during the year?	☐ Yes ☐ No – go to question 12
B	If yes, please explain the questions you had:	_____ _____ _____
C	If yes, who answered your questions?	☐ Nursery staff ☐ PACT Team at University of Manchester ☐ Didn't ask anyone ☐ Other, please specify: _____

Q12 Please tell us how your nursery has helped you with PACT during the year.

(Select all that apply.)

☐ Handing out the next PACT pack

☐ Emails/phone calls about how to use PACT

☐ Paper handouts about PACT

☐ Meeting with nursery staff to discuss PACT in the first few weeks

☐ Meeting with nursery staff to discuss PACT during the year

☐ Informal chats at pick-up/drop-off time

☐ Offer of support when the new PACT packs were given

☐ Discussion of PACT at parents' evening/events

☐ Other, please specify below:

_____

_____

Q13 How appropriate was the level of support provided for PACT?

☐ More support than was necessary

☐ About right level of support

☐ Not enough support

If you selected 'Not enough support', please describe below what support would have been helpful:

_____

_____

_____

Doing PACT with your child

Please answer these questions for how you typically did the PACT programme.

Q14	Who has been doing most of the PACT sessions with your child? (Select one response.)	☐ Me ☐ Other female parent/carer ☐ Other male parent/carer ☐ Child's older sibling ☐ Another member of my household, please specify relationship to child: _____ ☐ Someone outside of my household, please specify relationship to child: _____ ☐ No one
Q15	Typically, how long was spent doing one PACT session?	_____ minutes
Q16	Typically, how much time - if any - was spent preparing to do a PACT session?	_____ minutes
Q17	Typically, how many PACT sessions were done per week?	_____
Q18	At any point, did you stop doing PACT?	☐ Yes ☐ No
B	If yes, please tell us why you stopped doing PACT.	_____ _____ _____
Q19	How often did you do all the PACT activities described in the book for a session?	☐ All of the time ☐ Most of the time ☐ Some of the time ☐ Occasionally ☐ Never

Q20	How often did you do more than one PACT session in a day?	☐ Regularly
		☐ Occasionally
		☐ Never

Q21 Which of the following PACT weeks have you completed so far?

(Select all that apply.)

- ☐ The Gingerbread Man – Week 1
- ☐ The Very Hungry Caterpillar (by Eric Carle) – Week 2
- ☐ Handa's Surprise (by Eileen Browne) – Week 3
- ☐ The New Puppy (by Anna Civardi) – Week 4
- ☐ Bringing it all together – Theme 1: Animals – Week 5
- ☐ We're Going on a Bear Hunt (by Michael Rosen) – Week 6
- ☐ In the Pond (by Anna Milbourne) – Week 7
- ☐ Room on the Broom (by Julia Donaldson) – Week 8
- ☐ The Storm Whale (by Benji Davies) – Week 9
- ☐ Bringing it all together – Theme 2: The world around us – Week 10
- ☐ The Town Mouse and the Country Mouse – Week 11
- ☐ On a Pirate Ship (by Sarah Courtnauld) – Week 12
- ☐ Barn on Fire (by Heather Amery) – Week 13
- ☐ How High is the Sky (by Anna Milbourne) – Week 14
- ☐ Bringing it all together – Theme 3: Journeys – Week 15
- ☐ The Gruffalo (by Julia Donaldson) – Week 16
- ☐ The Lion Inside (by Rachel Bright) – Week 17
- ☐ Monkey Puzzle (by Julia Donaldson) – Week 18
- ☐ Going to the Dentist (by Anne Civardi) – Week 19
- ☐ Bringing it all together – Theme 4: The Body – Week 20
- ☐ Peace at Last (by Jill Murphy) – Week 21
- ☐ Moving House (by Anna Civardi) – Week 22
- ☐ Quiet (by Kate Alizadeh) – Week 23
- ☐ Five Minutes Peace (by Jill Murphy) – Week 24
- ☐ Bringing it all together – Theme 5: Home – Week 25
- ☐ The Queen's Hat (by Steve Antony) – Week 26
- ☐ One Hundred Bones (by Yuval Zommer) – Week 27
- ☐ Anna Hibiscus' Song (by Atinuke) – Week 28
- ☐ Going to School (by Anna Civardi) – Week 29
- ☐ Bringing it all together – Theme 6: Places and People – Week 30

Q22 Did you make any changes to how you did the PACT programme with your child – compared to how it was described in the training and materials?

☐ Yes

☐ No

If yes, please tell us what changes you made:

_____

_____

_____

Q23 Did you experience any of the following issues with doing PACT?

	Not an issue	Occasional issue	Frequent issue
Could not find time in the day for PACT	☐	☐	☐
Could not find time for 5 PACT sessions in the week	☐	☐	☐
Child didn't want to do PACT	☐	☐	☐
Child had difficulties concentrating on PACT	☐	☐	☐
Child was not interested in the book	☐	☐	☐
PACT activities were too difficult for child	☐	☐	☐
PACT activities were too easy for child	☐	☐	☐
I did not feel confident to do PACT session activities	☐	☐	☐

Q24 Please tell us about any other difficulties you had when trying to do the PACT programme.

_____

_____

_____

_____

Continue to next page ▶

Impact of PACT

Q25	Please describe any changes – either positive or negative – you feel have been the result of doing PACT?	A) For your child: _____ _____ _____ _____ B) For you and your family: _____ _____ _____ _____
Q26	Has doing PACT changed the way you read other books with your child?	☐ Yes ☐ No If yes, please describe how: _____ _____ _____ _____
Q27	How confident do you feel in your ability to support your child's language learning through reading together and doing activities around books?	☐ Very confident ☐ Confident ☐ Not very confident ☐ Not at all confident
Q28	How confident do you feel in your ability to support your child's learning overall?	☐ Very confident ☐ Confident ☐ Not very confident ☐ Not at all confident

Normal nursery practice

Q29	Other than PACT, has your child's nursery sent activities for your child to complete at home during this year?	☐ Yes ☐ No *[skip parts B-D, go straight to Q30]*
B	If yes, how often were activities sent home?	☐ Every day ☐ Once a week ☐ Every two weeks ☐ Once a month ☐ Less often
C	If yes, please describe what kind of activities were sent home:	_____ _____ _____
D	If yes, how long did these activities typically take? (Select one option.)	☐ Up to 10 minutes ☐ 10 to 20 minutes ☐ 20 to 30 minutes ☐ 30 to 40 minutes ☐ 40 to 50 minutes ☐ 50 to 60 minutes ☐ More than 60 minutes
Q30	During the year, have you received advice or support (other than PACT) from your nursery to help you read with your child?	☐ Yes ☐ No If yes, please describe what kind of advice or support you received: _____ _____ _____

Q31   During the year, have you received advice or support (other than PACT) from your nursery to help you support your child's learning in other ways?

☐   Yes

☐   No

If yes, please describe what kind of advice or support you received:

_____

_____

_____

Q32   Are there any other comments you would like to make regarding the PACT project?

_____

_____

_____

_____

_____

_____

Prize draw

If you would like to enter a prize draw to win one of four £25 Amazon vouchers, please provide contact details below. We will use this phone number or email address only for administering the prize draw. The winners are drawn from responses that have arrived by **the 30th June 2022**.

Q33	Would you like to be entered into the prize draw to win one of four £25 Amazon vouchers? ☐ Yes, I would like to enter the prize draw. If yes, please provide your email address (or, if you don't have one, your phone number): _____ Note: your contact details will only be used to administer the prizes. ☐ No, I don't want to enter the prize draw.

Thank you for your time in completing this questionnaire.

Please **return the survey by 4th July 2022 to:** PACT Project/Caedmon, School of Education, Durham University, Leazes Road, Durham, DH1 1TA (using the stamped, addressed envelope included).

If you have any questions, please contact the research team at Durham University at

pact.evaluation@durham.ac.uk or phone *0191 33 44 668.*

Parents and Children Together (PACT-3) Survey

Dear Comparison Group parent/carer,

In September 2021, you were invited to complete the baseline survey for the Parents and Children Together (PACT-3) project. We now invite you to complete our end of project survey.

To thank you for your time, you can choose to enter a prize draw to win one of four £25 Amazon vouchers at the end of the survey.

Your answers to the survey are important for the research, so that we understand how things have changed for you over the year, although you haven't been using the PACT materials - instead in July, you will receive a set of books for you and your child to enjoy.

This survey is being carried out by the project team at Durham University as part of the independent evaluation of PACT-3 (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Purpose of the survey

The purpose of this survey is to find out about your 'usual practice' at home; the activities that your child does whilst at home and any activities and support that you have received from your child's nursery.

Your participation

Your participation in this survey is voluntary. You are free to skip questions that you do not wish to answer without having to give a reason. If you decide not to complete this survey, it will not affect you or your child's participation in the study.

This survey should take around 10 minutes to complete. A stamped, addressed envelope is provided for you to return the paper copy of the survey to us. If you would prefer to fill in the survey online, it can be found here:

https://durham.onlinesurveys.ac.uk/pact-comparison-group-survey

If you complete the survey by 4th July 2022, you can choose to take part in a prize draw to win one of four £25 Amazon vouchers.

How we will use your data

Your response to the survey will be stored electronically on encrypted servers by Durham University and by our partners. We will share some survey data with the PACT Team at the University of Manchester. At the end of the project, your child's information will be linked with the National Pupil Database (NPD) and shared with EEF, for long-term follow-up of the impact of the PACT programme and other research.

The information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised in these so that neither you nor your child can be identified.

A detailed privacy notice can be found on the PACT project website: https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

If you have any questions or wish to speak with a member of the PACT Evaluation Team, do not hesitate to contact us.

On behalf of the PACT evaluation team at Durham University,

Paivi Eerola
Research Assistant
pact.evaluation@durham.ac.uk
0191 334 4668

Pupil ID _____

PACT Usual Practice survey – for comparison families

By completing the survey and returning it to the PACT Evaluation Team, you are indicating that:

- You have read the cover letter and the privacy notice

- You have voluntarily agreed to participate in the survey

<u>Please confirm whether you agree to participate or not:</u>

☐ Yes – I agree to participate

☐ No – I do not wish to participate

About you and your child

Please answer this survey in relation to your child who is taking part in the PACT project through nursery and who is due to start school in September 2022.

Q1 What is your relationship to your child?		
	☐	Mother
	☐	Father
	☐	Other, please specify:
		_____

Your child at home

We would like to ask you about the things you and your family do with your child as part of your normal home activities.

Q2	A. How often does anyone at home read to your child?	☐ More than once a day
		☐ Once a day
		☐ Several times a week
		☐ Once a week
		☐ Occasionally or less than once a week
		☐ Never *[skip part B, go straight to Q3]*

B. In a day when someone reads with your child at home, how long (in minutes) would they typically spend reading?

_____ minutes

Q3	How often does anyone at home take your child to the library?	☐ Once a week or more frequently
		☐ Once a fortnight
		☐ Once a month
		☐ On special occasions
		☐ Never

Q4	How often does your child play with letters at home?	☐ 7 times a week / constantly
		☐ 6 times a week
		☐ 5 times a week
		☐ 4 times a week
		☐ 3 times a week
		☐ Once or twice a week
		☐ Occasionally or less than once a week
		☐ Never

Q5	How often does someone at home help your child to learn the ABC or alphabet?	☐	7 times a week / constantly
		☐	6 times a week
		☐	5 times a week
		☐	4 times a week
		☐	3 times a week
		☐	Once or twice a week
		☐	Occasionally or less than once a week
		☐	Never

Q6	How often does someone at home try to teach your child numbers or counting?	☐	7 times a week / constantly
		☐	6 times a week
		☐	5 times a week
		☐	4 times a week
		☐	3 times a week
		☐	Once or twice a week
		☐	Occasionally or less than once a week
		☐	Never

Q7	How often does someone at home try to teach your child songs, poems or nursery rhymes?	☐	7 times a week / constantly
		☐	6 times a week
		☐	5 times a week
		☐	4 times a week
		☐	3 times a week
		☐	Once or twice a week
		☐	Occasionally or less than once a week
		☐	Never

Q8	How often does your child paint or draw at home?	☐	7 times a week / constantly
		☐	6 times a week
		☐	5 times a week
		☐	4 times a week
		☐	3 times a week
		☐	Once or twice a week
		☐	Occasionally or less than once a week
		☐	Never

Continue to next page   ▶

Reading with your child

Please answer these questions for what typically happens at home.

Q9	Who normally reads with your child at home? (Select all that apply.)	☐ Me
		☐ Other female parent/carer
		☐ Other male parent/carer
		☐ Child's older sibling
		☐ Another member of my household, please specify relationship to child: _____
		☐ Someone outside of my household, please specify relationship to child: _____
		☐ No one
Q10	When looking at books with your child, what activities do you typically do? (Select all that apply.)	☐ Reading the story out loud
		☐ Talking about the pictures in the book
		☐ Following the words with a finger
		☐ Describing what is happening in the book while reading
		☐ Asking your child questions about the book – e.g. "What do you think will happen next?" or "Who is this person?"
		☐ Encouraging your child to ask questions about the book
		☐ Playing games linked to the story
		☐ Talking about what happened in the book after reading
		☐ Giving your child praise or a reward for looking at the book with you
Q11	How confident do you feel in your ability to support your child's language learning through reading together and doing activities around books?	☐ Very confident
		☐ Confident
		☐ Not very confident
		☐ Not at all confident

Q12	How confident do you feel in your ability to support your child's learning overall?	☐ Very confident
		☐ Confident
		☐ Not very confident
		☐ Not at all confident

Normal nursery practice

| Q13 | Has your child's nursery sent activities for your child to complete at home during this year? | ☐ Yes |
| | | ☐ No *[skip parts B-D, go straight to Q14]* |

B	If yes, how often were activities sent home?	☐ Every day
		☐ Once a week
		☐ Every two weeks
		☐ Once a month
		☐ Less often

C	If yes, please describe what kind of activities were sent home:	_____
		_____
		_____

D	If yes, how long did these activities typically take? (Select one option.)	☐ Up to 10 minutes
		☐ 10 to 20 minutes
		☐ 20 to 30 minutes
		☐ 30 to 40 minutes
		☐ 40 to 50 minutes
		☐ 50 to 60 minutes
		☐ More than 60 minutes

Q14	During the year, have you received advice or support from your nursery to help you read with your child?	☐ Yes ☐ No If yes, please describe what kind of advice or support, you received: _____ _____ _____
Q15	During the year, have you received advice or support from your nursery to help you support your child's learning in other ways?	☐ Yes ☐ No If yes, please describe what kind of advice or support, you received: _____ _____ _____
Q16	Have you seen or used any of the Parents and Children Together (PACT) reading materials?	☐ Yes, I have seen PACT materials ☐ Yes, I have used PACT materials ☐ No
Q17	Do you have any comments you would like to make regarding the PACT project?	_____ _____ _____

Prize draw

If you would like to enter a prize draw to win one of four £25 Amazon vouchers, please provide contact details below. We will use this phone number or email address only for administering the prize draw. The winners are drawn from responses that have arrived by **the 30th June 2022**.

Q18	Would you like to be entered into the prize draw to win one of four £25 Amazon vouchers?

☐ Yes, I would like to enter the prize draw.

If yes, please provide your email address (or, if you don't have one, your phone number):

_____

Note: your contact details will only be used to administer the prizes.

☐ No, I don't want to enter the prize draw.

Thank you for your time in completing this questionnaire.

Please **return the survey by 4ᵗʰ July 2022 to:** PACT Project/Caedmon, School of Education, Durham University, Leazes Road, Durham, DH1 1TA (using the stamped, addressed envelope included).

If you have any questions, please contact the research team at Durham University at *pact.evaluation@durham.ac.uk* or phone *0191 33 44 668.*

Interview information sheet for PACT-3 (Parents and Children Together)

PACT Lead Interview –January 2022

As the PACT lead for your school, we would like to invite you to take part in an interview for the PACT-3 evaluation. This interview is being carried out by the project team at Durham University as part of the independent evaluation of PACT-3 (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Your participation

Your participation in this interview is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide not to take part at any time when completing this interview, this will not affect you or your nursery's participation.

This interview should take approximately 30 minutes to complete.

How we will use your data

Your responses to the interview questions will be recorded and then transcribed. The transcriptions will be analysed, along with interview responses from other PACT Leads. Access to the personal interview data will be limited to the project evaluation team and contractors; transcriptions of the audio recordings may be carried out by an external agency, however these will be required to adhere to the data protection requirements of Durham University.

Your answers may also be shared with Manchester University; however, these will be anonymised and not linked to you or your school.

No personal data from the interviews will be shared with anyone outside of the study partners without removal of all identifying information. Your answers may be quoted directly, and the information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised so that neither you, nor your nursery, can be identified.

A detailed privacy notice can be found on the PACT project website: https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact the project Research Assistant at Durham by email, pact.evaluation@durham.ac.uk or phone, 0191 334 4668.

By agreeing to participate in the interview, you are indicating that:

- You have read the above information and the privacy notice
- You have voluntarily agreed to participate in the interview

First PACT Lead Interview Schedule

Debrief

- This interview is conducted for the purpose that we can collect information about how PACT is working at your nursery with the families you have there. Your opinions about PACT help us understand PACT better when we write our report to the Education Endowment Foundation
- If you don't want to answer a certain question, please ask me to move on and we can skip that question
- The interview will be recorded, transcribed (written down) and then analysed. For the report, we may use your exact words, but your identity will be kept completely anonymous
- Are you happy to have the interview recorded?

Background

- Can I first ask where you are with PACT at the moment? Is Pack 2 shared with everyone? *(How have you been getting on with PACT in your nursery? Did children return from the Christmas break last week?)*
- Why did your nursery decide to take part in PACT-3? *(From your survey responses, I can see that your school signed up to PACT because [....] Is there anything you would like to add to this or elaborate on?)*
- How did you become the PACT Lead? *(How has that worked for you? How confident do you feel in this role? OLD schools: Were you the PACT Lead previously?)*
- What are you finding is your role as a PACT Lead for your particular nursery? (*What tasks take up most of your time?*)

Nursery

- *(From the survey I can see that you approached % of you eligible families and % took on the offer.)* How did the families/children choose to be part of the PACT project? *(How did you recruit them? OLD nurseries: Did you do anything particularly different this time around in recruiting?)*
- How representative are the families / children taking part in the PACT-3 of the population in Nursery? (*Is there anything distinctive about the population of your nursery?)*
- Would these be the same families that you would have offered that PACT programme to if it hadn't been part of a research project? (*What would you have done differently?*)

Normal practice in nursery

- Do you support home learning in nursery? How similar is the PACT programme to any materials/activities that you encourage parents to do with their child? *(While doing PACT have you changed anything about your normal provision? What does that normal provision look like in terms of helping parents to support language development and school readiness for their child?)* (Have you used anything similar to PACT with parents in the past?)

- For children who aren't receiving PACT (whether taking part in the project or not) are you offering any other additional support instead of PACT?

- OLD Schools: Following taking part in PACT-2, did the nursery or the school continue to use PACT learning or materials beyond the duration of the project? If so, in what ways?

Training

- How do you feel the training prepared you for the delivery of PACT now that you are doing it?

- (*Based on our records, you were in the online PACT Lead training call and you filled the training survey and we know that you thought about training at the time […]*)

- OLD NURSERIES: How did you find the training compared to the previous in person training?

- OLD NURSERIES: To what extent did you find attending PACT Lead training for a second time useful?

- Since the training, have you received any further support or help from Manchester University? If so, please explain. (Would any support have been helpful? If so, what?)

Delivering PACT

- Can you tell me a bit more about how PACT is being delivered in your nursery?

- (*From the training records MU provides us, we see that % of your parents were trained online and % by you and % by a video.*) Did you get any feedback from parents about the parent training? *(Were the parents happy /confident after receiving the training?)*

- Did you provide training to any parents? If so, what format did this take? Length of time. How many people?

- What support have you provided to parents with getting started with the programme?
    - What sort of issues have parents had with getting started? Have you supported different parents in different ways?

- Is there anyone else in your school involved in delivering the PACT programme? (from November)
    - Who and in what capacity? – their role, time spent
    - What costs have you had in supporting PACT since November? Events, materials, stationary for parents, IT costs etc.

- Have you made any changes to how PACT is delivered compared to the suggested delivery from the training? (OLD NURSERIES: Have you made any changes based on previous experience.)

- Have there been any difficulties for you as a PACT Lead with delivering PACT in your nursery so far?
    - e.g. training, supporting parents with materials etc

- Has PACT programme met your expectations so far?

Parent/carer engagement

- I assume you have had a chance to have a look at the PACT materials as you have received them from Manchester. What do you think about the PACT *materials? (How suitable* are they for the families/children in your nursery? Why?)

- Have there been any children/families who have struggled to use PACT? Does everybody continue doing it? What difficulties or barriers have there been in doing PACT for the families in your setting? Have you received any feedback from parents about PACT?

- How well do you feel parents in your nursery are engaging with PACT?

Covid 19 (optional)

- Final question: You have not mentioned this yet: Has Covid 19 affected the way you are delivering PACT compared to what you would have liked to do? (Would you have recruited families differently to the project?)

Anything else

Is there anything I have not asked about PACT, that you would like to add?

I will stop the recording now. I thank you for your time. I have gained lots of insight into how PACT works with the families in your nursery. If you allow me, I would like to call you again in April to see how you are progressing then. But take care now!

Appendix F.8 Second PACT Lead Interview Information Sheet and Schedule

Interview information sheet for PACT-3 (Parents and Children Together)

PACT Lead Interview –April 2022

As the PACT lead for your school, we would like to invite you to take part in an interview for the PACT-3 evaluation. This interview is being carried out by the project team at Durham University as part of the independent evaluation of PACT-3 (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Your participation

Your participation in this interview is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide not to take part at any time when completing this interview, this will not affect you or your nursery's participation.

This interview should take approximately 30 minutes to complete.

How we will use your data

Your responses to the interview questions will be recorded and then transcribed. The transcriptions will be analysed, along with interview responses from other PACT Leads. Access to the personal interview data will be limited to the project evaluation team and contractors; transcriptions of the audio recordings may be carried out by an external agency, however these will be required to adhere to the data protection requirements of Durham University.

Your answers may also be shared with Manchester University; however, these will be anonymised and not linked to you or your school.

No personal data from the interviews will be shared with anyone outside of the study partners without removal of all identifying information. Your answers may be quoted directly, and the information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised so that neither you, nor your nursery, can be identified.

A detailed privacy notice can be found on the PACT project website: https://sites.manchester.ac.uk/pct/resources-and-links/

Further information

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact the project Research Assistant at Durham by email, pact.evaluation@durham.ac.uk or phone, 0191 334 4668.

By agreeing to participate in the interview, you are indicating that:

- You have read the above information and the privacy notice
- You have voluntarily agreed to participate in the interview

Second PACT Lead Interview Schedule

<u>Introduction before recording begins</u>

Although I read the rationale behind the interview last time we spoke, I'd like to just remind you about why we are interviewing you and what will happen to your data .

> This interview was arranged so that we could collect information about how PACT has been working for the families in your nursery. As PACT Lead your opinion is important to us so we can better understand PACT when we write the report of it to the Education Endowment Foundation. If anytime during the interview you feel uncomfortable answering the questions, just please ask me to move on or if we need to stop the interview, please just ask.
>
> Your interview will be recorded, transcribed and analysed for the report. We may use the quotes from what you have said, but anonymously, so that you or the nursery won't be identified.
> **I have read the transcript from your previous interview when preparing for this interview.**
> **Do you have any questions about the interview, how we use and store the data?**
>
> **Are you happy for me to record this?** Do you have questions about the privacy notice or the information sheet before I start to record?

Recording begins

Could you please state on the record that you are happy to continue the interview and be recorded?

A. Working with PACT families

How are your PACT families are doing with PACT? (How many are still engaged? How much of PACT they are doing? As far as you know, has anybody stopped doing PACT? Why? Check the number who have withdrawn. What happened to the families who withdrew from delivering PACT? How did you try to support them to keep going?)

How has it worked distributing the PACT Packs? (Have you handed all the packs to all the families that are doing PACT**?** Does everybody now have the last pack? When will they receive it?)

Apart from handing out the packs, what support, if any, have you offered to the PACT families to help them with PACT?

What - if any – new challenges have families had with using PACT? Last time you said [Listing problems from the first round of interviews**] How did you help these families?** (Did you suggest that families should do anything differently? What has the response been?)

Is parents' engagement with PACT different to their usual response to the nursery home learning activities? In what ways?

B. Control group families

Have you offered children not receiving PACT any other home learning support or any additional interventions? (If so, what kind of support/intervention?)

C. Manchester University support

Have you had any need for support from the University of Manchester since we last spoke in January? [refer to any ongoing questions in the last interview] If so, what was needed.

D. PACT Lead role

During the year have there been any barriers or things that have made doing the PACT Lead role more challenging?

How has PACT Lead role been different to what they would normally be doing? How much time has supporting PACT specifically taken compared to what you would normally be doing?

Is there something you have done to support PACT that has worked really well? What was that?

E. Perceived impact of PACT

What impact - if any - do you think PACT has had on the children or the families doing the programme? Please explain. (Prompt – parent feedback and home relations, parenting skills, behaviour in nursery, language skills, previous interview comments.) Did the programme have different impact depending on children's language skills at the beginning?

What impact - if any - do you think PACT has had on you, the PACT Lead? What have you learned from taking part in the PACT project? (Have you made any changes to your practise in nursery as a result of this project? What are they? Have you made any changes to how you support Home Learning Provision? What are they?)

Do you have any comments on the PACT materials? Good or bad? [Last time we covered it up to pack 3 - refer to any comments from previous interview].

[OLD Nurseries only], have you found anything about doing PACT different this time compared to previously?

F. Ongoing costs

Since January, has the nursery spent any money on PACT?

Since January, has anyone else worked on PACT?

How much time do you find you are spending to support PACT on a weekly basis? What are the main things you are doing in that time?

G. Going forward

How necessary is the role of the PACT Lead? Is PACT something that families could do on their own? What advantages does it coming from nursery have?

Do you intend to use the PACT material in the nursery after the trial? How?

Do you have suggestions how to improve the PACT programme?

Would you recommend PACT to other nurseries or families? Why?

Would you choose to buy into PACT if you had to pay for the materials? What changes would you make to how you would deliver it?

H. End

That is all my questions. Is there anything else you would like to add that we have not covered?

I will stop the recording now.

Recording ends

I thank you for your time. We will be in touch in May for the post intervention survey and in June for the post-intervention assessments. Thank you for you participation and good luck with the last stages of the intervention!

Interview information sheet for PACT-3 (Parents and Children Together)

PACT parent interview – February 2022

As a parent/carer involved in the PACT project, we would like to invite you to take part in a short interview for the PACT evaluation. This interview is being carried out by the project team at Durham University as part of the independent evaluation of PACT (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Purpose of the interview

The purpose of this interview is to find out about your experiences of taking part in PACT, any opinions about the materials and training, and how you and your child are finding the sessions so far.

Your participation

Your participation in this interview is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide withdraw your interview data at any time, this will not affect you, your child or your nursery's participation in PACT-3 trial.

This interview should take approximately 15-30 minutes and will be conducted over the telephone. We will do a second round of interviews in May/June 2022. To thank you for your time, we can offer you a £15 Love2Shop voucher after participating in *both* interviews.

How we will use your data

Your responses to the interview questions will be recorded and then transcribed. The transcriptions will be analysed, along with other interview responses from PACT parents. Access to the personal interview data will be limited to the Project Evaluation team and contractors; transcriptions of the audio recordings may be carried out by an external agency, however these will be required to adhere to the data protection requirements of Durham University.

Your answers may also be shared with the University of Manchester; however, these will be anonymised and not linked to you or your child.

No personal data from the interviews will be shared with anyone outside of the study partners without removal of all identifying information. Your answers may be quoted directly, and the information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised so that neither you, your child, nor your nursery, can be identified.

A detailed privacy notice can be found on the PACT project website:
https://documents.manchester.ac.uk/display.aspx?DocID=54917

Further information

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact the project Research Assistant at Durham by email, pact.evaluation@durham.ac.uk, or phone, 0191 334 4668.

By agreeing to participate in the interview, you are indicating that:

- You have read the above information and the privacy notice
- You have voluntarily agreed to participate in the interview

First Parent Interview Schedule

Debrief

- This interview is conducted to collect information about how PACT is working for individual families. Your opinions about PACT will help us write our research report to the Education Endowment Foundation.
- If during the interview, there are questions, you don't want to answer, please ask me to move on and we can skip that question. We can also stop at any point if you do not wish to carry on. Just let me know.
- The interview will be recorded, transcribed (written down) and then analysed. For the report, we may use your exact words, but your identity and that of your child's will be kept completely anonymous
- With the invitation to this interview I sent you the information sheet and a link to our privacy notice. Is everything about the interview clear to you? Do you have any questions?
- Are you happy to have the interview recorded?

Can you state for the recording that you are volunteering to take part in the interview?

Great! Let's get started.

Delivery and impact

So where have you got to so far with PACT- what book are you reading at the moment?

Is it you who usually "does PACT with your child/[child's name]? Has anybody else done any PACT sessions

with your child? Why is that?

Talk me through how you do a PACT session? What would I see if I was there in your house while you were doing a PACT session?

- o   How much time do you spend on a typical session?
- o   Which days a week/how many days per week do you do PACT?
- o   Do you normally manage to complete all the activities in the activity booklets?
- o   Have you needed to skip any of the days/sections/books? If so, why?
- o   Did you stop doing PACT at any point? Why?

Have you made any changes to how the PACT programme is suggested to be done? Why did you have to do that?

How has PACT fitted into your family routine?

Did you need to buy anything to help you do PACT?

How do you feel about (doing) PACT? What are your impressions about the PACT programme so far? How does your child react to PACT?

- o   Which parts do you like the most? Which parts do you like the least?
- o   Any favourite activities/themes so far?

Have you found anything that has made doing the PACT programme difficult?

Appendix F.9 First Parent Interview Information Sheet and Schedule

Training and support

- Can you tell me a bit about your experience of the PACT training? *[You took part on zoom/ by watching video/PACT Lead taught you.]*
    - *How did you feel about delivering the first sessions with your child?*
    - *Did you have any questions about PACT after the training?* (If you had questions about PACT). What questions? Who did you ask?
- *Since the training,* has your nursery provided any support to help you with doing PACT? Has the staff at the nursery asked you how you are getting along with PACT?
    - *(Since the training,* have you asked for or received any help from the University of Manchester?)
- *Have you been happy with the level of support provided? Would anything else be helpful? If so what?*

Usual practise

Is PACT different to how you would normally read with your child?

Has your reading of other books changed since you started doing PACT? (*Did you notice when the change happened: in the training, during the first session/week/pack?*)

Has doing PACT changed how often or how much you read with your child?

What other activities does your nursery suggest you do at home with your child? How often do you do these?

Expectations and rest of project

What were you hoping to get out of PACT programme when you signed up?

- Can you tell me how PACT has compared to your expectations so far?
Are there any changes you would recommend to improve the programme or the training?

Is there anything I have not asked about PACT, that you would like to add?

I will stop the recording now. I thank you for your time. I have gained lots of insight into how PACT works with your family. If you allow me, I would like to call you again in May to see how you are progressing then. But take care now!

Appendix F.10 Second Parent Interview Information Sheet and Schedule
Interview information sheet for PACT-3 (Parents and Children Together)

PACT parent interview – May 2022

As a parent/carer involved in the PACT project, we would like to invite you to take part in a short interview for the PACT evaluation. This interview is being carried out by the project team at Durham University as part of the independent evaluation of PACT (funded by the Education Endowment Foundation, or EEF). This study has received ethical approval from Durham University and is being carried out in accordance with British Educational Research Association (2018) guidelines.

Purpose of the interview

The purpose of this interview is to find out about your experiences of taking part in PACT, any opinions about the materials and training, and how you and your child are finding the sessions so far.

Your participation

Your participation in this interview is voluntary. You are free to stop at any time or skip questions that you do not wish to answer without having to give a reason. If you decide withdraw your interview data at any time, this will not affect you, your child or your nursery's participation in PACT-3 trial.

This interview should take approximately 15-30 minutes and will be conducted over the telephone. To thank you for your time, we can offer you a £15 Love2Shop voucher after participating.

How we will use your data

Your responses to the interview questions will be recorded and then transcribed. The transcriptions will be analysed, along with other interview responses from PACT parents. Access to the personal interview data will be limited to the Project Evaluation team and contractors; transcriptions of the audio recordings may be carried out by an external agency, however these will be required to adhere to the data protection requirements of Durham University.

Your answers may also be shared with the University of Manchester; however, these will be anonymised and not linked to you or your child.

No personal data from the interviews will be shared with anyone outside of the study partners without removal of all identifying information. Your answers may be quoted directly, and the information you provide will be used to contribute to the final EEF report and other academic publications; however, your data will be anonymised so that neither you, your child, nor your nursery, can be identified.

A detailed privacy notice can be found on the PACT project website: https://documents.manchester.ac.uk/display.aspx?DocID=54917

<u>Further information</u>

If you have any questions or wish to speak with a member of the PACT evaluation team, please contact the project Research Assistant at Durham by email, pact.evaluation@durham.ac.uk, or phone, 0191 334 4668.

By agreeing to participate in the interview, you are indicating that:

- You have read the above information and the privacy notice
- You have voluntarily agreed to participate in the interview

Second Parent Interview Schedule

Debrief

Although I read the rationale behind the interview last time we spoke, I'd like to just remind you about why we are interviewing you and what will happen to your data.

- This interview is conducted to collect information about how PACT is working for individual families. Your opinions about PACT will help us write our research report to the Education Endowment Foundation.
- If during the interview, there are questions, you don't want to answer, or if at any point, you do not wish to carry on, just let me know and we can move on.
- The interview will be recorded, transcribed (written down) and then analysed. For the report, we may use your exact words, but your identity and your child's identity will be kept completely anonymous.
- With the invitation to this interview I sent you the information sheet and a link to our privacy notice. Do you have any questions regarding this interview?
- Are you happy to have the interview recorded?

Can you say on the recording that you are happy to continue the interview?

Great! Let's get started.

1. *Setting the scene*

Where have you got to so far with PACT- what book are you reading at the moment? [Last time you were…]

What are your overall thoughts on the PACT programme so far?

2. *Doing PACT*

Are you still doing your normal PACT sessions – in the way you did it when we first asked? [refer to what they said in first interview] – *person doing sessions, frequency of sessions, length of sessions.* What has changed in how you do PACT compared to at the beginning?

> Has your or your child's enjoyment for PACT changed from the start? Can you please tell me how your child acts during a typical PACT session? Has this changed at all?

Since February, have you stopped doing PACT or taken a break at any point? – *length of break, reason for break.* **How did you get back to it?**

How do you feel about the materials and activities now? *Do you and your child have favourites? Anything they dislike? Do you agree with your child on this? Has this changed from the start?*

How closely do you follow through all the activities for each day? *Have you changed anything in the way you do PACT as time has gone on?* *Have you changed/adapted PACT to suit your family's/child's needs?*

> *How do you find the different elements? Did you do them all? Did some parts work better than others? Did you enjoy one element better than others?* (*Introduction, Reading the book together, Vocabulary, Stories, Reward*)

Week 5 – Bringing it together – is a bit different? What do you tend to do during week 5?

Have you miss out any PACTs days or any whole books? *If so, why?*

Are you recording your progress with the Phone App or paper record? How accurately would you say you were in filling in the app/paper record? [Did you have any issues with using the app?]

What has been the most difficult thing about doing PACT? *How big an issue was this for you? Is there anything else you have found* difficult with PACT?

3. *Support from Nursery or University of Manchester?*

Have you needed any help or support to do PACT?

Have you had any questions about PACT since your last interview? If so, what kind of support? Who helped? [refer to answers in the previous interview]

What support has your nursery offered for doing PACT since February? Did you attend/use this support? Why?

Have you contacted the PACT team at Manchester University directly for any help or advice? If so, how was that?

4. *Impact of PACT*

Do you feel PACT has been a positive experience, a negative experience or a mix of both for your child and family? Why?

What difference – if any - do you think the PACT programme has made to your child, you or your family? *Have you noticed any changes that you think are due to doing PACT in ….*

- *in your child's language/communication/ behaviour*
- *your own confidence/knowledge/relationship*
- *the type of activities you do with your child at home/the time you spend with your child?*

Why do you think that these are due to PACT? ?

Do you feel that PACT has changed the way that you read books with your child outside of PACT? *In what ways?*

Have you talked about PACT or shown the PACT materials to anybody outside your family?

5. *In the future*

Are you going to use the techniques you learned from PACT in the future?

Is there anything you would like to change about PACT to improve it?

That is all my questions. Is there anything else you would like to add that we have not covered?

I will stop the recording now.

Thank you for you participation. Please check for your email for the shopping voucher (we will provide you a £15 Love2Shop voucher). If you don't get it within a week, please contact us.

I will send an email to you in June about an online survey. Also the children will be tested at school at that time.

Appendix F.11 PACT Developer Interview Information Sheet and Schedule

PACT-3 Project – Developer Interview Participant Information Sheet

Project title: Evaluation of Parents and Child Together (PACT-3) Programme **Researcher(s)**: Vic Menzies (PI) & Paivi Eerola
Department: School of Education, Durham University
Contact details: victoria.menzies@durham.ac.uk

As a member of the developer and delivery team of the Parent and Child Together (PACT) programme we would like to invite you to take part in an interview that we are conducting as part of the PACT-3 Research Project. This project is evaluating the effectiveness and delivery of the PACT Programme and is funded by the Education Endowment Foundation (EEF).

This study has received ethical approval from the School of Education Ethics Committee at Durham University.

Before you decide whether to agree to take part it is important for you to understand the purpose of the research and what is involved as a participant. Please read the following information carefully. Please get in contact if there is anything that is not clear or if you would like more information.

The rights and responsibilities of anyone taking part in Durham University research are set out in our 'Participants Charter':
https://www.dur.ac.uk/research.innovation/governance/ethics/considerations/people/charter/

What is the purpose of the study?

The aim of this study is to evaluate the effectiveness of the PACT programme and to investigate how PACT was implemented and the factors that affect implementation.

This interview aims to gather your views on:

- the delivery and implementation of the PACT programme throughout the PACT-3 project,
- how the research has affected the programme delivery,
- any changes made to the PACT programme since the PACT-2 trial and during the PACT-3 trial
- your time spent delivering the programme during the year
- the impact of the PACT programme.

Why have I been invited to take part?

You have been invited because you are the developer of the PACT Programme and have been working with parents, schools and nurseries this year to deliver the PACT programme.

Do I have to take part?

Your participation is voluntary and you do not have to agree to take part. If you do agree to take part, you can withdraw at any time, without giving a reason. Your rights in relation to withdrawing any data that is identifiable to you are explained in the accompanying Privacy Notice.

What will happen to me if I take part?

If you agree to take part in the study, you and your colleagues (if they also consent) will take part in an interview together conducted by two researchers named above. The interview will be delivered either in person or via a video conference. The interview should take no longer than an hour and a half. If you don't

wish to answer any of the questions you can ask the researcher to skip to the next question. You may skip as many questions as you want to during the interview. We will video or audio record the interview so that we can concentrate on asking questions without detailed note taking. Afterwards we will transcribe the interview and give you the opportunity to check the transcript for accuracy of transcription. The recording will be deleted after the transcript has been checked.

Are there any potential risks involved?

There are no potential risks to taking part in this study.

Will my data be kept confidential?

It will not be possible to keep your data confidential as we will need to identify your views as coming from the developer in the final report which will identify you. We will seek your approval to publish identifiable data e.g. using quotes from the interview, where needed as part of our final report to the Education Endowment Foundation.

Full details are included in the accompanying Privacy Notice.

What will happen to the results of the project?

The results of the project will be written up as a report for the Education Endowment Foundation and will be published on their website at the conclusion of the project (expected to be summer 2023). We would also like to use the data from this project to write academic papers for publication in peer reviewed journals and for presentation at conferences.

We will not share your personal data outside of the Research Project Team and Durham University approved transcription services beyond the publication of the report mentioned above where your approval will be sought for any personal data to be included.

All research data and records needed to validate the research findings will be stored for up to10 years after the end of the project

Who do I contact if I have any questions or concerns about this study?

If you have any further questions or concerns about this study, please speak to the principal researcher, Vic Menzies. If you remain unhappy or wish to make a formal complaint, please submit a complaint via the University's Complaints Process.

PACT-3 Developer Interview Schedule

Last updated 09/09/2022

Participant briefing and consent to record

"We would like to explore your views about how PACT has been delivered over the year of the trial across a number of different areas. We will ask you discuss what has gone well, any challenges that have been faced and what the impact has been of the programme. We will also ask you to reflect on the changes made to PACT for PACT-3 and any changes to delivery that may need to be made for the future."

Delivery of the PACT Programme

1. To what extent was the PACT programme delivered as you were expecting? Was there anything you would have liked to have gone better?
    a. Nurseries
        i. *any differences in engagement base on school background or level of disadvantage?*
        ii. *Recruitment of disadvantaged families?*
    b. Families
        i. *how did you feel about the level of engagement from families from the app data and other feedback you were getting?*
    c. UoM team
    d. How did delivery compare to the PACT 2 project?
    e. Were there any differences in PACT delivery for nurseries new to PACT compared to those that also participated in PACT-2? *Continuity of PACT Lead*

2. We would like to explore any problems, issues or barriers that were faced at the different levels of delivery of PACT 3. We will explore any issues at the level of your team, the schools and nurseries and also the families. *Explore materials, logistics recruitment, training, getting started, ongoing*

    a. What, if any, challenges, issues or barriers did you face as the developer team at the UoM during PACT-3?
    b. What challenges, barriers or issues were faced by nurseries in administering PACT?
    c. What challenges, barriers or issues were faced by families in delivering PACT?

3. How similar were the challenges faced during the PACT 3 project to the PACT 2 project?

4. Were there any changes/adaptations that you (as the developer team) made to the PACT programme during the trial – not planned at the start? If so please describe.
    a. If changes were made, are you planning to stick with the changes beyond the trial?

5. How have nurseries **adapted** their delivery of PACT-3 to best suit their circumstances and the needs of their pupils'?

6. Do you have a feel for a nursery or a few nurseries where PACT has been done particularly well? What distinguishes the PACT practice in these nurseries from the others?

Training and support for nurseries and families

7. How successful do you feel the change from face-to-face training to online training has been this year?
   a. For PACT Leads?
      i. *Level of interaction? Less practical?*
   b. For families?
      i. *Level of interaction, Not being done in nursery groups, Lack of involvement from nursery lead in parent training.*
   c. Advantages/disadvantages to online training

8. Would you make any changes for delivery of training for PACT in the future to what was done in this trial?
   a. *Number of people delivering training sessions.*

9. To what extent do you feel that watching the recording of the session without any live input would prepare families for PACT?
   a. *Would this be different where the PACT Lead showed the video to families in the nurseries?*

10. How have the additional extra resources that you developed this year (e.g., videos) been received?

11. What support have you provided to nurseries and families this year? How did this match what you expected to provide? *Comparison to PACT-2?*

12. What has been your experience of nurseries' support for families? How did this match your expectations?
    a. How has support varied between nurseries?

13. After delivering PACT across 3 trials now, what are your reflections on the PACT Lead role?
    a. *Who is best placed to be the PACT Lead?*
    b. *Is it better with one or more than one lead?*
    c. *What makes a good PACT Lead?*
    d. *What happens if the PACT lead changes?*

Feedback from nursery or families

14. What kind of feedback have you received from nurseries or families taking part in the trial?

15. Do you have a feel for what impact PACT has had on the nurseries and families taking part in the trial?

16. Have you had any feedback about how nurseries have incorporated PACT materials or training into their practice?

Usual Practice

17. How do you think PACT differs from usual practice within nurseries or for families at home? *Will this have changed in recent years? Do you feel there is anything similar to PACT that nurseries might already be doing?*

Trial context

18. To what extent has the delivery of PACT during PACT-3 been representative of how PACT would be delivered outside of a research project? What aspects of delivery would change outside of research?
    a. How has the research process impacted on delivery?
        i. *Timing of delivery, recruitment, App, **monitoring progress**, how the packs were given out, training*
        ii. *What impact do you think that removing any aspects have on delivery?*

19. How do you feel that trial's post-covid-19 context has influenced the delivery and reception of the PACT programme and trial, if it has?
    a. *Recruitment, capacity of schools to delivery, capacity and willingness of families, training*

20. How do you feel the delivery and context for delivery in children's centres in PACT-1 is different to the delivery of PACT in the PACT 2 and PACT-3 trials?
    a. *Could this explain the lack of effectiveness from the PACT-2 trial?*
    b. *Was the sample different?*

Further development/changes to PACT

21. How ready do you feel that the PACT programme is for a more scaled up delivery should a future effectiveness trial be funded? What changes would need to be made to delivery?

22. Are there any changes you are planning to make to the PACT programme in the future based on learning from the PACT 2 and 3 trials?

23. Do you have any plans for delivering PACT beyond the project? *Would there be any differences to the model of PACT implemented in this trial?*

Costs

24. Did you have any additional costs to delivery of PACT during the PACT-3 trial compared to the PACT 2 trial?

25. EEF wants us to look at the cost of delivery an intervention over a three-year cycle. What would you see as model of delivery over three years outside of a trial context?
    a. To what extent would training for nurseries be needed on an annual basis?
    b. Are there any other costs that would be reduced for delivery over subsequent years in the same setting? Would the level of support required remain the same?

Anything Else

26. Is there anything else you would like to share that we have not already covered?

Appendix F.12 PACT Lead Training Observation Sheet

PACT Lead Training Observation

Please use a copy of the slides to record the following information:

- Timings e.g. what time was it when the presenter started talking about each slide?
- Were any elements from the slide / notes section missed out? Were any elements added?

Use this form to record general observations these could include:

- Any questions the teachers asked especially if these suggest how the delivery / roll out of the PACT Programme could be improved
- Any examples of possible misconceptions from either the presenter / teachers. This relates to understanding of the programme rather than concepts / content.
- Level of engagement / quality of delivery e.g. was the presentation engaging, did the presenter make use of personal experience, did the presenter read from notes…
- What level of interaction was there e.g. did teachers participate in discussions / feedback sessions, was there a good balance between the presenter and teachers contribution…

Trainers	
PACT Lead training Session:	
Location:	
Date:	

Start time:		End time:	

If timings are significantly different to expected please ask about the reason for this	

Number of attendees:	Number present at start	
	Any late arrivals? No. and time of arrival	

Overall how much of the script was adapted? (details of specific adaptations will be noted on the slides sheets)	• Very little adaptation and the meaning of the presentation remained the same • Some major adaptations but meaning of the presentation remained the same • Major adaptations were made and the meaning of the presentation was changed
If any major adaptations were made please ask about the reason for this	

Appendix F.12 PACT Lead Training Observation Sheet

Any other comments:	Time and interest of different subjects
PACT language programme and reading strategies?	
Administrative tasks involved in the PACT research trial: recruiting families and assessing children, participating in the evaluation, and recording progress on Phone App and record forms?	
Training and supporting families through PACT programme?	
Interaction opportunities	
Write names of participants	
Any other comments:	Time and interest of different subjects

Appendix F.13 Parent Training Observation Sheet

<u>PACT – Parent/carer Training Observation</u>

Please use a copy of the slides to record the following information:

- Timings e.g. what time was it when the presenter started talking about each slide?
- Were any elements from the slide / notes section missed out? Were any elements added?

Use this form to record general observations these could include:

- Any questions the parents/carers asked especially if these suggest how the delivery / roll out of the PACT Programme could be improved
- Any examples of possible misconceptions from either the presenter or parent/carers. This relates to understanding of the programme rather than concepts / content.
- Level of engagement / quality of delivery e.g. was the presentation engaging, did the presenter make use of personal experience, did the presenter read from notes?
- What level of interaction was there e.g. did parents participate in discussions / feedback sessions, was there a good balance between the presenter and parent contribution…

Trainer			
Location:			
Date:			
Start time:		End time:	
If timings are significantly different to expected please ask about the reason for this			
Number of attendees:	Number present at start		
	Any late arrivals? No. and time of arrival		
Overall how much of the script was adapted? (details of specific adaptations will be noted on the slides sheets)	• Very little adaptation and the meaning of the presentation remained the same • Some major adaptations but meaning of the presentation remained the same • Major adaptations were made and the meaning of the presentation was changed		
If any major adaptations were made please ask about the reason for this			
General comments:			

Appendix F.14 Assessor Quality Assurance Framework

PACT QA grading criteria for assessment quality – *MASTER. Include participant and assessor number*

General scoring instructions: highlight relevant criteria whilst scoring and give a score of 3 to 0 for each row. Total the score for each row at the bottom of the grid. A numeric average score for each assessor across all rows and QA'ed assessments will then be calculated and used as the assessor quality score for all their assessments. Written feedback will be provided to Manchester if any assessor has one or more row rated as unacceptable across multiple assessments.

Note
For post-intervention assessment: Full list of assessments (in order), is: BPVS, CELF – Expressive Vocabulary, APT

		Very good (3)	Good (2)	Acceptable (1)	Unacceptable (0)	Score
Record form quality	Record form quality 1	Fully completes all parts in the record form, including any additional info needed (e.g. CELF EV). Focus should be on inclusion of additional info, as opposed to the accuracy of what is recorded. If any assessment has not been completed, or tests have been carried out in an order different to that stated, there is a detailed written note explaining why.	Majority of assessment form completed. Some information may be sparse or missed out; if an assessment is not completed there will be a note explaining why.	Most of record form completed. If a test is missed out, there will be no note why.	Does not complete substantial amounts of the record form; either misses out full sections with no explanation or consistently misses out parts of form across several tests.	

	Record form quality 2	Responses are clearly legible.	Handwriting is such that a small number answers are illegible but this does not effect overall understanding of form.	Handwriting is such that some answers are illegible; this has small effect on understanding of form.	Handwriting is such that a large amount of answers are illegible and this has a substantial effect on understanding of form.	
Coherence and accuracy in recording answers	Coherence and accuracy in recording answers	Records consistently accurate answers from the child (e.g form reflects what child said) and scoring (e.g. scores given on record sheet match the answer selected). No mistakes in recordings/scoring of info found.	Records a majority of the child's answers accurately. A very minimal effect had on quality of record form.	Misses or incorrectly records many of child's answers. A more major effect of quality of record form.	Many mistakes found. Serious effect on quality of record form.	
Assessment administration behaviour	Assessment and administration behaviour 1	Assessor speaks clearly throughout entire assessment. Test items paced well.	Generally easy to understand but may be some small issues with accent/dialect	Speech is hard to understand on several occasions, due to mispronunciation, talking too fast/slow, mumbling, strong accent/dialect etc.	Speech is unintelligible throughout.	
	Assessment and administration behaviour 2	All communication with child is age appropriate. General verbal encouragement given to encourage child (well done, keep going, you are doing so well etc), but no	Most of communication with child is age appropriate. Verbal encouragement given but there are some missed opportunities for this. Assessor doesn't give	Communication with child is somewhat age appropriate. Some verbal encouragement given but there are many missed opportunities for this.	Assessor's language and manner is more appropriate for adults/older children/younger children. This substantially affects interaction with	

		specific feedback regarding if answers are correct or not.	any specific feedback regarding if answers are correct or not.	Assessor may give specific feedback to child regarding if answers are correct or not but these do not have major effect	child and their engagement. No verbal encouragement is given to child. Assessor might give specific feedback regarding if answers are correct or not and these have a major effect	
	Assessment and administration behaviour 3	Manages child behaviour well throughout testing and keeps child engaged and on task. Assessor does all they reasonably can to ensure behaviour doesn't affect testing.	Generally, manages child behaviour well although assessor misses minor opportunities to stop this affecting test behaviour.	Adequately manages child behaviour; assessor misses some major opportunities to stop this affecting test behaviour.	Assessor does not adequately manage child behaviour and this has an adverse effect on testing.	

Assessment and administration behaviour 4	Completely follows the assessment rules/guidance for every test, including discontinuation/repetition rules as necessary, and trial and test items.	Follows the assessment rules/guidance most of the time, including discontinuation/repetition rules as necessary, and trial and test items. There may be minor mistakes, *e.g. not saying 'point to' in every trial for BPVS, carrying out assessments in wrong order (as long as left note explaining why), not recording all of a child's response if prompted (If the assessor records the 'correct' 2nd part of answer, but not 'incorrect' 1st part of answer, this would be minor mistake. Ideally, assessor should write down both responses and provide note to explain the first response).*	Generally follows the assessment rules/guidance , including discontinuation/repetition rules as necessary, and trial and test items, but there are a small number of major mistakes *(e.g. not adhering to discontinuation/repetition rules (if the assessor stops after the 8 consecutive 0s but doesn't finish the set, this is classed as a major mistake), changing exact wording/grammar when writing down child's response verbatim)*	Does not follow the assessment rules/guidance, including discontinuation/repetition rules as necessary, and trial and test items; assessor makes many major mistakes across assessments *(e.g. not adhering to discontinuation/repetition rules, changing exact wording/grammar when writing down child's response verbatim)*	
				Total	

BPVS III

Mark all errors with x.

Once a set is started, always administer all 12 items in that set!

Find the set corresponding with the child's age and begin with the first word in that set

Establish Basal Set: the Basal Set is the set where no more than one error is made. Begin from the Start Set, according to age. If no more than one error is made, this set is the Basal Set. If more than one error is made, find the Basal Set by testing backwards through preceding sets until no more than one error is made in a set.

Establish Ceiling Set: Only after the Basal Set has been established, test forward by sets until eight or more responses are wrong in a set of 12 items. This is the Ceiling Set.

Calculating the raw score: record the number of the Ceiling Item which is the last item in the Ceiling set. Subtract from it the total number of errors made by the child from the Basal Set through to the Ceiling Set.

APT

Record exact answers given by the child (e.g. 'she goed' rather than 'went'). Omit irrelevant additional comments.

Indirect prompting (allowed one or two indirect prompts per picture ; for no more than two pictures):

If the response requires 2 parts and the child only provides one part, say "mhm", "yes", "and", "Anything else?", or "Can you tell me more?", "Look all around the picture". Question again using previously used words, but adding "actually", e.g., "Yes, but what is he actually doing to rescue the cat?" O

Direct prompt (one allowed in total – mark the item number with a star):

to indicate to a child that a fuller answer is required. A would be, e.g. "Why has she lifted up the baby?".

If unintelligible mark x for each syllable (e.g. a 3-syllabic word gets xxx)

YARC – Letter Sound Knowledge (Core)

1 = correct letter sound
0 = incorrect answer
NR=no response

Appendix F.14 Assessor Quality Assurance Framework

LN=Letter name (1-11 only)

CELF EV test

1 repetition of prompt question allowed

Discontinuation rule after 7 consecutive zero scores

YARC Early Word Reading

1 = word read correctly

0 = word read incorrectly

NR = child fails to answer

After 5 consecutive errors, ask if they can identify any other words on that page and any following pages!

- If the child sounds out the individual letters of a word, the letters must then be blended together to give the correct pronunciation. The child should be reminded to 'put the letters together'.
- If the child makes a reading error, do NOT supply the correct word. Record the error on the record form and move on to the next word. Circle correctly read words.

YARC – Sound Deletion

1 = correct response

0 = incorrect answer

NR = no response

Discontinue after 4 consecutive incorrect answers to test items

If correct response, say "good", if error say "no, that's not quite right. Listen carefully. Can you saw seesaw?"

Appendix G: Analysis and Statistical Appendices

Appendix G.1. Randomisation Code

```
###################################################################
## R script to randomise data from PACT3 study                ##
###################################################################
## James Liley
## 11 Oct 2021
###################################################################
## R packages                                    ##
###################################################################


# Library to read data from Excel
library(readxl)


## R version details:
# platform       x86_64-apple-darwin17.0
# arch           x86_64
# os             darwin17.0
# system         x86_64, darwin17.0
# status
# major          4
# minor          0.2
# year           2020
# month          06
# day            22
# svn rev        78730
# language       R
# version.string R version 4.0.2 (2020-06-22)
# nickname       Taking Off Again



###################################################################
```

Appendix G.1 Randomisation code

```
## Read data                                    ##

###################################################################

data=as.data.frame(read_excel("PACT-3_Pupils_for_randomisation_111021.xlsx"))


## Participants with pretest status 2 should be considered equivalent to pretest status 1

data$`Pre Test Data Status`[which(data$`Pre Test Data Status`==2)]=1


## Sink to output

sink("PACT3_summary.txt")

options(width=1000)


###################################################################

## General data check                           ##

###################################################################


# Number of individuals and schools

n_ind=length(unique(data$`Pupil Unique Study ID`))

n_nursery=length(unique(data$`Nursery ID`))


# Number of individuals with pre-test status 0

n_pretest0=length(which(data$`Pre Test Data Status`==0))


# Number of individuals in each nursery

number_per_nursery=table(data$`Nursery ID`)


# Number of individuals in each nursery

number_per_nursery_pretest=table(data$`Nursery ID`,data$`Pre Test Data Status`)


###################################################################

## Set random seed                              ##
```

Appendix G.1 Randomisation code
```
######################################################################
```

```
# Set random seed (from Sys.time())

set.seed(as.numeric(as.Date("2021-10-11 13:26:06 BST")))
```

```
######################################################################
## Nursery-pretest categories                          ##
######################################################################
```

```
# All unique nursery IDs

nursery_id=unique(data$`Nursery ID`)
```

```
# For each individual, this value is [Nursery ID]_[Pre Test Dat Status]

nursery_pretest=paste0(data$`Nursery ID`,"_",data$`Pre Test Data Status`)
```

```
# List of nursery-pretest groups with >0 participants

nursery_pretest_groups=table(nursery_pretest)
```

```
# Nursery and pretest status for each entry in the above

nursery_groups=unlist(lapply(strsplit(names(nursery_pretest_groups),"_"),function(x) x[1]))

pretest_groups=unlist(lapply(strsplit(names(nursery_pretest_groups),"_"),function(x) x[2]))
```

```
######################################################################
## Management of odd categories                          ##
######################################################################
```

```
# Instances where there is an odd number of individuals at a given nursery

#  with a given pre-test data status
```

Appendix G.1 Randomisation code

```
w_odd=which((nursery_pretest_groups%%2)==1)

nursery_pretest_groups_odd=nursery_pretest_groups[w_odd]

nursery_groups_odd=nursery_groups[w_odd]

pretest_groups_odd=pretest_groups[w_odd]


# 'Couplings': where a nursery has an odd number of individuals with

#  pretest status 0 and and odd number with pretest status 1, we 'couple'

#  them so that they have the same number of control/intervention individuals

#  overall

coupling=rep(0,length(nursery_pretest_groups_odd))

names(coupling)=names(nursery_pretest_groups_odd)

count=1

for (i in 1:length(nursery_id)) {

  id=nursery_id[i]

  id0=paste0(id,"_0")

  id1=paste0(id,"_1")

  if (all(c(id0,id1) %in% names(nursery_pretest_groups_odd))) {

    w0=which(names(nursery_pretest_groups_odd)==id0)

    w1=which(names(nursery_pretest_groups_odd)==id1)

    coupling[c(w0,w1)]=count

    count=count+1

  }

}



# 'Pairings': for nursery-pretest groups with an odd number of participants,

#  we 'pair' them with another such group of similar size and the same pretest

#  status.

pairing=rep(0,length(nursery_pretest_groups_odd));

names(pairing)=names(nursery_pretest_groups_odd)

order_size=order(nursery_pretest_groups_odd)

w_0=which(pretest_groups_odd==0) # nursery-pretest groups with pretest status 0
```

Appendix G.1 Randomisation code

```
w_1=which(pretest_groups_odd==1) # nursery-pretest groups with pretest status 1

order_0=order(nursery_pretest_groups_odd[w_0])

pair_index=1

while(2*pair_index < length(order_0)) { # Firstly assign pairs to nursery-pretest groups of odd size with pretest status 0

  pairing[w_0[order_0[2*pair_index-1]]]=pair_index

  pairing[w_0[order_0[2*pair_index]]]=pair_index

  pair_index=pair_index+1

}

if ((length(order_0) %% 2)==1) { # if an odd number of nursery-pretest groups of odd size with pretest status 0, match the largest with the closest-sized nursery-pretest group of pretest status 1

  ind_leftover=w_0[order_0[2*pair_index - 1]]

  pairing[ind_leftover]=pair_index

  w_1_match=w_1[which.min(abs(nursery_pretest_groups_odd[w_1]-nursery_pretest_groups_odd[ind_leftover]))]

  pairing[w_1_match]=pair_index

  pair_index=pair_index + 1

  w_1=setdiff(w_1,w_1_match)

}

pair_offset=pair_index-1

pair_index=1

order_1=order(nursery_pretest_groups_odd[w_1])

while(2*pair_index < length(order_1)+1) {

  pairing[w_1[order_1[2*pair_index-1]]]=pair_index + pair_offset

  pairing[w_1[order_1[2*pair_index]]]=pair_index + pair_offset

  pair_index=pair_index+1

}

if ((length(order_1)%%2)==1) pairing[w_1[order_1[length(order_1)]]]=pair_index + pair_offset




## Assign nursery-pretest categories to either excess-control or excess-

##  intervention, ensuring 'coupled' categories have different excesses

excess=rep(NA,length(nursery_pretest_groups_odd))

names(excess)=names(nursery_pretest_groups_odd)
```

Appendix G.1 Randomisation code

```
n_pairs=max(pairing)

for (pair in 1:n_pairs) {

  w=which(pairing==pair)

  if (length(w)==2) {

    if (runif(1)>0.5) excess[w]=c("i","c") else excess[w]=c("c","i")

  } else excess[w]=sample(c("c","i"),1) # if there is one nursery-pretest category which cannot be paired

}

# Now fix couplings

n_couplings=max(coupling)

for (coup in 1:n_couplings) {

  w=which(coupling==coup)

  w=w[order(pairing[w])]

  if (excess[w[1]]==excess[w[2]]) {

    p=which(pairing==pairing[w[2]])

    excess[p]=excess[p[c(2,1)]]

  }

}


## Summary

odd_summary=data.frame(size=as.numeric(nursery_pretest_groups_odd),pairing,coupling,excess)


cat("Summary of excess control and excess intervention\n")

print(odd_summary[order(odd_summary$size),])

cat("\n\n")


###################################################################

## Randomise individuals                              ##

###################################################################


assignment=rep(NA,n_ind)

group_names=names(nursery_pretest_groups)

for (i in 1:length(group_names)) {
```

Appendix G.1 Randomisation code

```
 w=which(nursery_pretest==group_names[i])

 if ((length(w) %% 2)==0) { # If even number of individuals at that school in that pretest category

  assignment_w=sample(c(rep("Intervention",length(w)/2),rep("Control",length(w)/2)))

  assignment[w]=assignment_w

 } else {

  excess_w=excess[group_names[i]]

  if (excess_w=="i") assignment_w=sample(c(rep("Intervention",(length(w)+1)/2),rep("Control",(length(w)-1)/2)))

  if (excess_w=="c") assignment_w=sample(c(rep("Intervention",(length(w)-1)/2),rep("Control",(length(w)+1)/2)))

  assignment[w]=assignment_w

 }

}


##########################################################################

## Write to file                          ##

##########################################################################


data$Treatment_assignment=assignment

write.csv(data,file="PACT-3_randomisation_111021.csv",quote=F,row.names=F)



##########################################################################

## Print properties                        ##

##########################################################################


cat("Total receiving intervention: ",length(which(assignment=="Intervention")),"\n")

cat("Total control: ",length(which(assignment=="Control")),"\n\n")


nursery_tab=data.frame(

 n_participants=numeric(),

 Intervention_total=numeric(),

 Control_total=numeric(),
```

Appendix G.1 Randomisation code

```r
  Difference_total=numeric(),

  n_pretest0=numeric(),

  Intervention_pretest0=numeric(),

  Control_pretest0=numeric(),

  Difference_pretest0=numeric(),

  n_pretest1=numeric(),

  Intervention_pretest1=numeric(),

  Control_pretest1=numeric(),

  Difference_pretest1=numeric())


for (i in 1:length(nursery_id)) {

  w=which(data$`Nursery ID`==nursery_id[i])

  w0=which(data$`Nursery ID`==nursery_id[i] & data$`Pre Test Data Status`==0)

  w1=which(data$`Nursery ID`==nursery_id[i] & data$`Pre Test Data Status`==1)

  nursery_tab[i,]=c(

    length(w),

    length(which(assignment[w]=="Intervention")),

    length(which(assignment[w]=="Control")),

    length(which(assignment[w]=="Intervention")) - length(which(assignment[w]=="Control")),

    length(w0),

    length(which(assignment[w0]=="Intervention")),

    length(which(assignment[w0]=="Control")),

    length(which(assignment[w0]=="Intervention")) - length(which(assignment[w0]=="Control")),

    length(w1),

    length(which(assignment[w1]=="Intervention")),

    length(which(assignment[w1]=="Control")),

    length(which(assignment[w1]=="Intervention")) - length(which(assignment[w1]=="Control"))

  )

}

rownames(nursery_tab)=nursery_id


cat("Summary by nursery\n")
```

Appendix G.1 Randomisation code

```
print(nursery_tab)

cat("\n\n")


cat("Summary by number of participants per nursery\n")

cat("Nurseries with 5 or fewer participants\n")

ntab=table(data$`Nursery ID`)

w=which(data$`Nursery ID` %in% names(which(ntab <= 5)))

cat("Intervention:",length(which(assignment[w]=="Intervention")),"\n")

cat("Control:",length(which(assignment[w]=="Control")),"\n\n")


cat("Nurseries with 6-10 participants\n")

ntab=table(data$`Nursery ID`)

w=which(data$`Nursery ID` %in% names(which(ntab > 5 & ntab<=10)))

cat("Intervention:",length(which(assignment[w]=="Intervention")),"\n")

cat("Control:",length(which(assignment[w]=="Control")),"\n\n")


cat("Nurseries with >10 participants\n")

ntab=table(data$`Nursery ID`)

w=which(data$`Nursery ID` %in% names(which(ntab>10)))

cat("Intervention:",length(which(assignment[w]=="Intervention")),"\n")

cat("Control:",length(which(assignment[w]=="Control")),"\n\n")


sink()
```

Appendix G.2. Complier Average Causal Effect Results

Appendix Table 1: Complier Average Causal Effect results for pupils in intervention group at immediate post-test (T2)

Compliance level	CACE (confidence intervals)
P >0	0.01 (-0.09, 0.11)
P >10	0.01 (-0.10, 0.11)
P >20	0.01 (-0.09, 0.10)
P >30	0.01 (-0.08, 0.12)
P >40	0.02 (-0.10, 0.20)
P >50	0.03 (-0.11, 0.21)
P >60	0.04 (-0.20, 0.21)
P >70	0.05 (-0.21, 0.30)
P >80	0.05 (-0.21, 0.40)
P >90	0.06 (-0.32, 0.51)

Appendix Table 2: Complier Average Causal Effect results for pupils in intervention group at delayed post-test (T3)

Compliance level	CACE (confidence intervals)
P >0	0.11 (-0.05, 0.26)
P >10	0.11 (-0.05, 0.26)
P >20	0.13 (-0.06, 0.31)
P >30	0.13 (-0.06, 0.32)
P >40	0.14 (-0.07, 0.34)
P >50	0.15 (-0.07, 0.37)
P >60	0.17 (-0.08, 0.41)
P >70	0.19 (-0.09, 0.46)
P >80	0.22 (-0.10, 0.54)
P >90	0.33 (-0.15, 0.84)

Compliance level (%)	n (%)
< 10	23 (12.43)
10 - 19	9 (4.86)
20 - 29	10 (5.40)
30 - 39	17 (9.18)
40 - 49	13 (7.02)
50 - 59	9 (4.86)
60 - 69	8 (4.32)
70 - 79	10 (4.40)
80 - 89	34 (18.37)
90 - 99	20 (10.81)
100	32 (17.29)
Sum	185 (100.00)

Appendix G.3. Creation of latent variables (pre- and-post-intervention)

MPlus version 8.6 was utilized to employ confirmatory factor analysis models using the language screen App's sub-items (RV; EV, LC, and SR) in order to generate latent variables. Various criteria were employed to evaluate the models, including the following thresholds: root mean square error of approximation (RMSEA) < 0.08, standardized root mean square residual (sRMR) < 0.08, comparative fit index (CFI) ≥ 0.90, and Tucker-Lewis index (TLI) ≥ 0.95, as suggested by Hu and Bentler (1999) and Kline (1998). These same criteria were also applied in a previous study called PACT. The latent variables (pre-test, post-test), created using the CFA model in MPlus, were subsequently extracted for use in MLM to estimate effect sizes. The provided MPlus codes were utilized for this purpose.

ANALYSIS:

TYPE = GENERAL;

ESTIMATOR = ML;

ITERATIONS = 1000;

MODEL:

LATENT BY EV RV SR LC ;

OUTPUT: STDYX

Appendix Table 3. Factor loadings for Pre-test (T1) latent variable sub-items

LanguageScreen sub-items	Factor loadings with Standardised scores	Standard error of factor loadings
Expressive vocabulary	0.872	0.021
Receptive vocabulary	0.787	0.026
Listening comprehension	0.767	0.028
Sentence recall	0.766	0.028

Appendix Table 4. Fit indices for Pre-test (T1) latent variable CFA model

Fit indices	Values with Standardised scores
RMSEA (Root Mean Square Error of Approximation)	0.191
CFI	0.965
TLI	0.894
SRMR (Standardized Root Mean Square Residual)	0.030

Appendix G.3 Creation of latent variables (pre- and -post intervention)

Appendix Table 5. Factor loadings for Immediate-Post-test (T2) latent variable sub-items

LanguageScreen sub-items	Factor loadings with Standardised scores	Standard error of factor loadings
Expressive vocabulary	0.791	0.029
Receptive vocabulary	0.722	0.033
Listening comprehension	0.795	0.029
Sentence recall	0.739	0.032

Appendix Table 6. Fit indices for Immediate-Post-test (T2) latent variable CFA model

Fit indices	Values with Standardised scores
RMSEA (Root Mean Square Error of Approximation)	0.162
CFI	0.968
TLI	0.905
SRMR (Standardized Root Mean Square Residual)	0.028

Appendix Table 7. Factor loadings for Delayed-Post-test (T3) latent variable sub-items

LanguageScreen sub-items	Factor loadings with Standardised scores	Standard error of factor loadings
Expressive vocabulary	0.789	0.036
Receptive vocabulary	0.625	0.042
Listening comprehension	0.690	0.040
Sentence recall	0.624	0.043

Appendix Table 8. Fit indices for Delayed-Post-test (T3) latent variable CFA model

Fit indices	Values with Standardised scores
RMSEA (Root Mean Square Error of Approximation)	0.049
CFI	0.995
TLI	0.986
SRMR (Standardized Root Mean Square Residual)	0.015

Appendix G.4. Distribution of outcome variables

N = 339
Mean = 1.475E-05
Std.Dev = 3.745
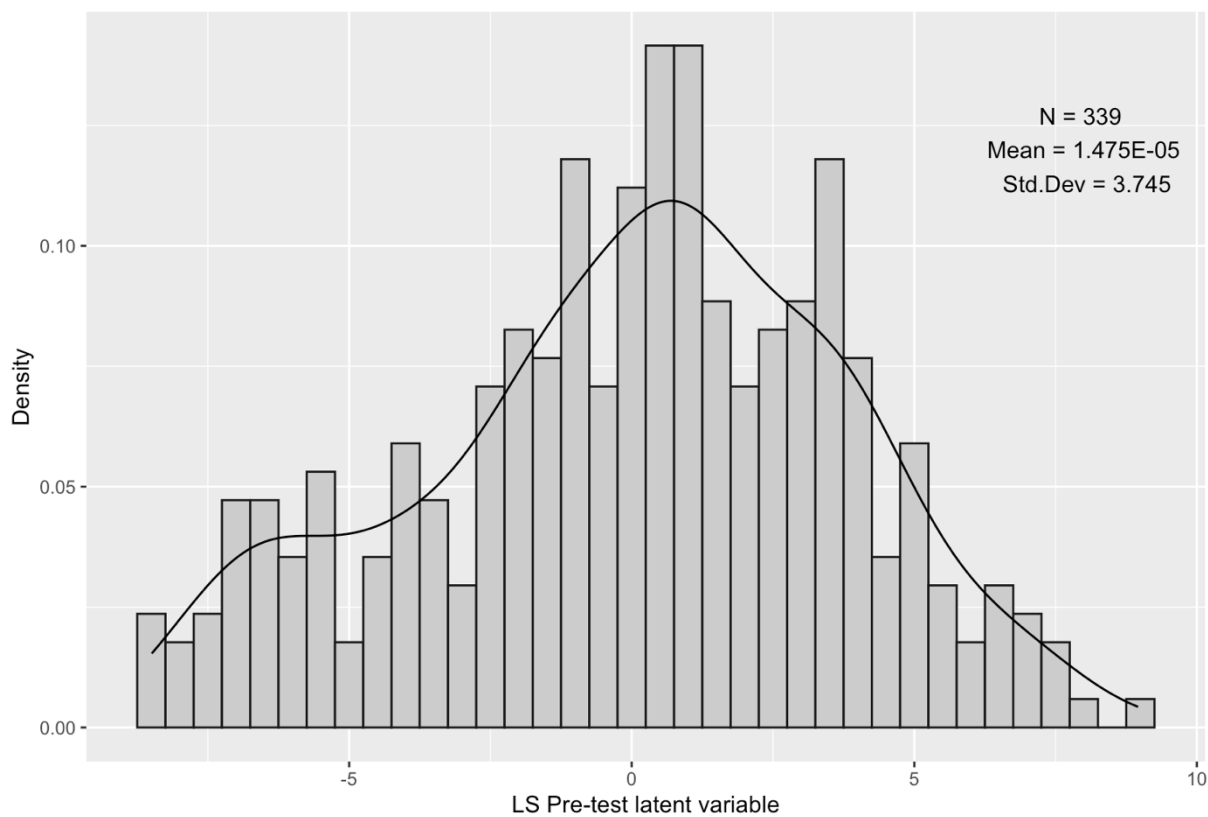
Figure 1. Distribution of Pre-test (T1) Language Latent Variable Scores

N = 339
Mean = -1.770E-05
Std.Dev = 3.027
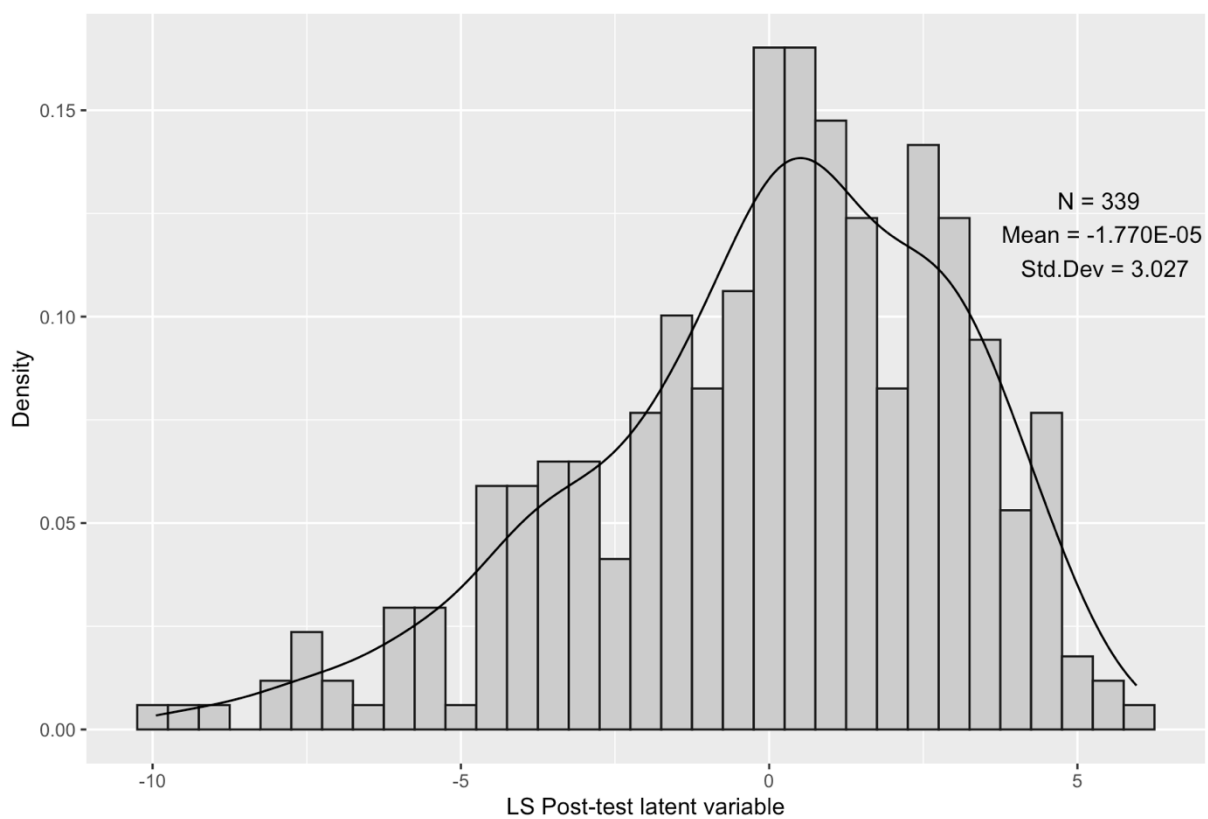
Figure 2. Distribution of Immediate-Post-test (T2) Language Latent Variable Scores (Primary Outcome)

Appendix G.4 Distribution of outcome variables
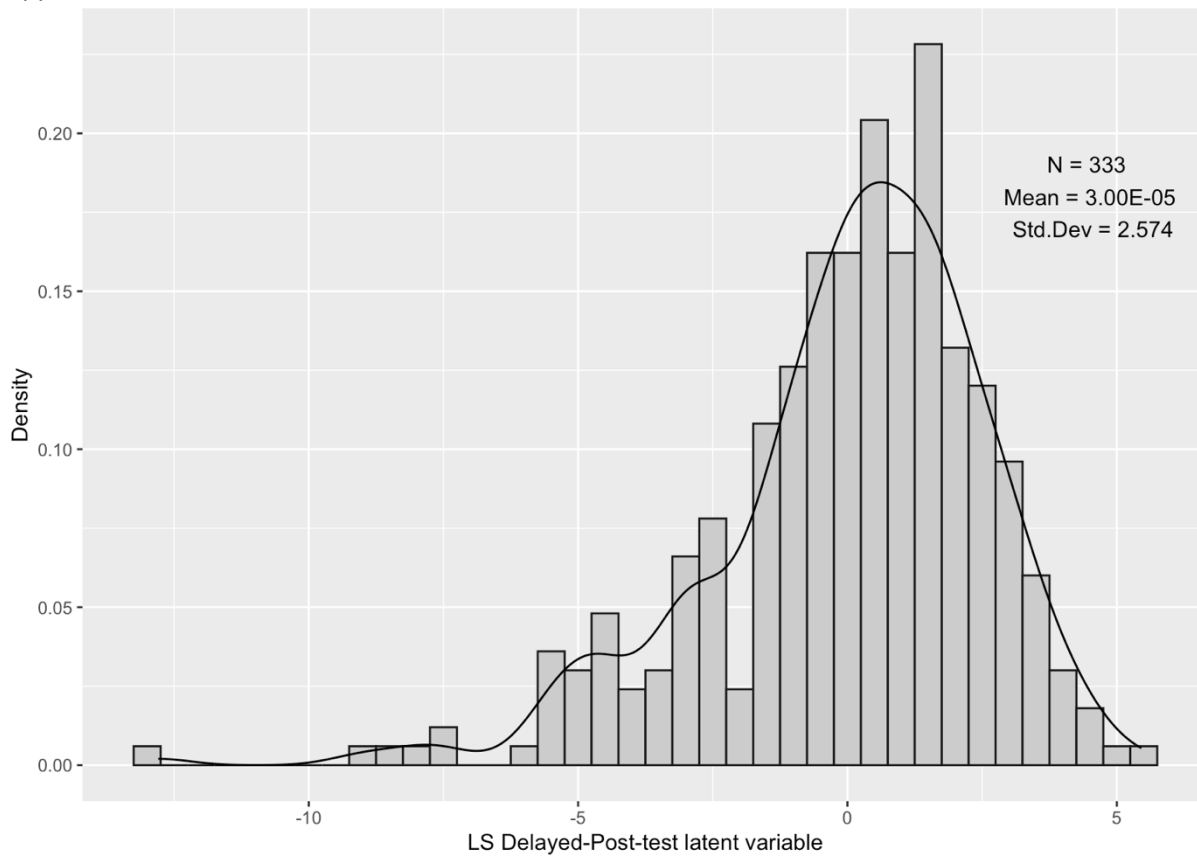
Figure 3 . Distribution of Delayed-Post-test (T3) Language Latent Variable Scores (Secondary Outcome)
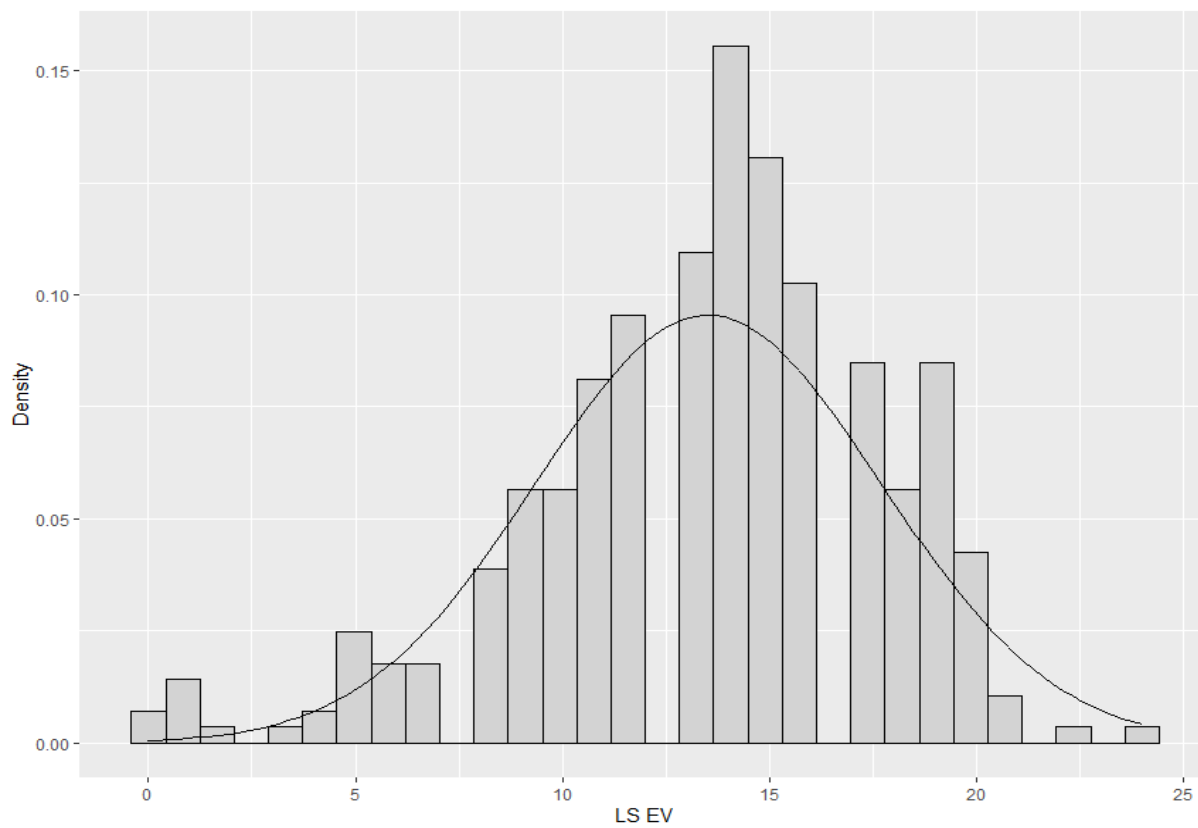
Figure 4. Distribution of Language Screen Expressive Vocabulary Scores at immediate-post-test time (T2) (Secondary Outcome)
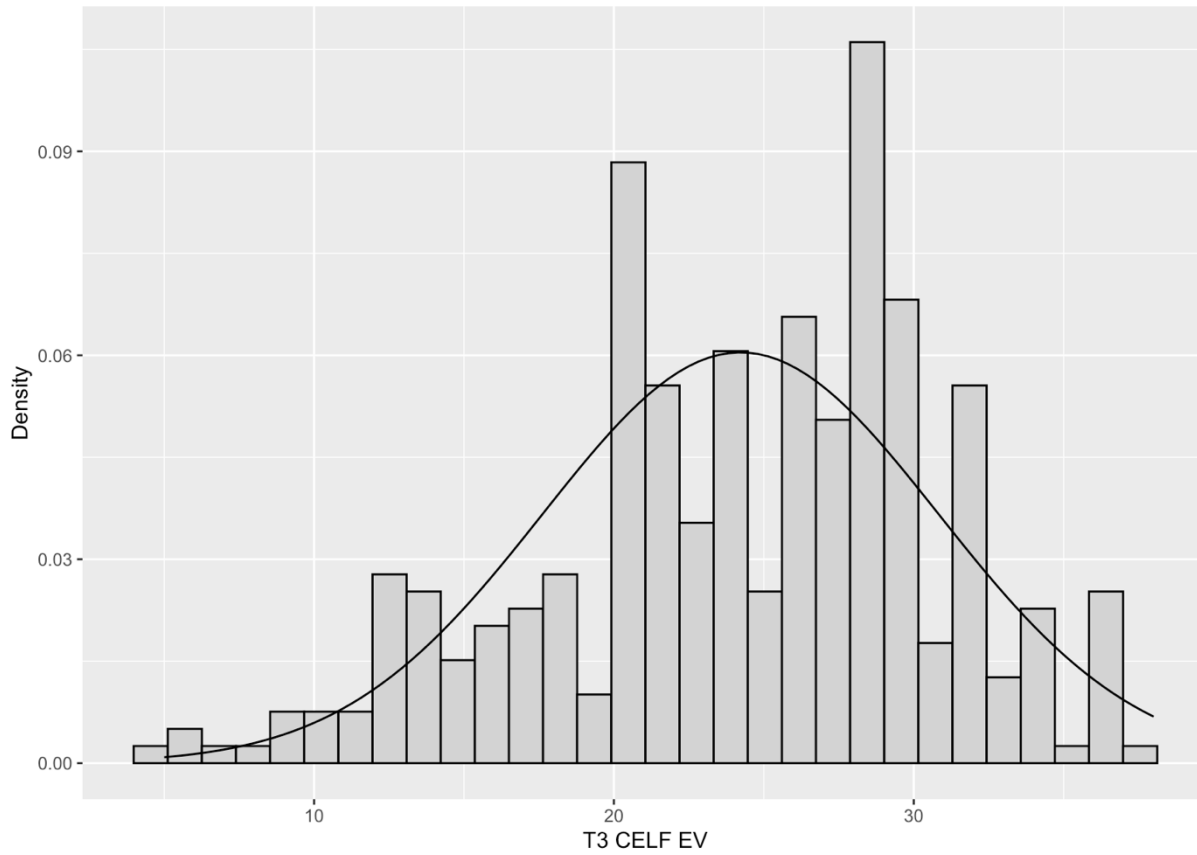
Appendix G.4 Distribution of outcome variables
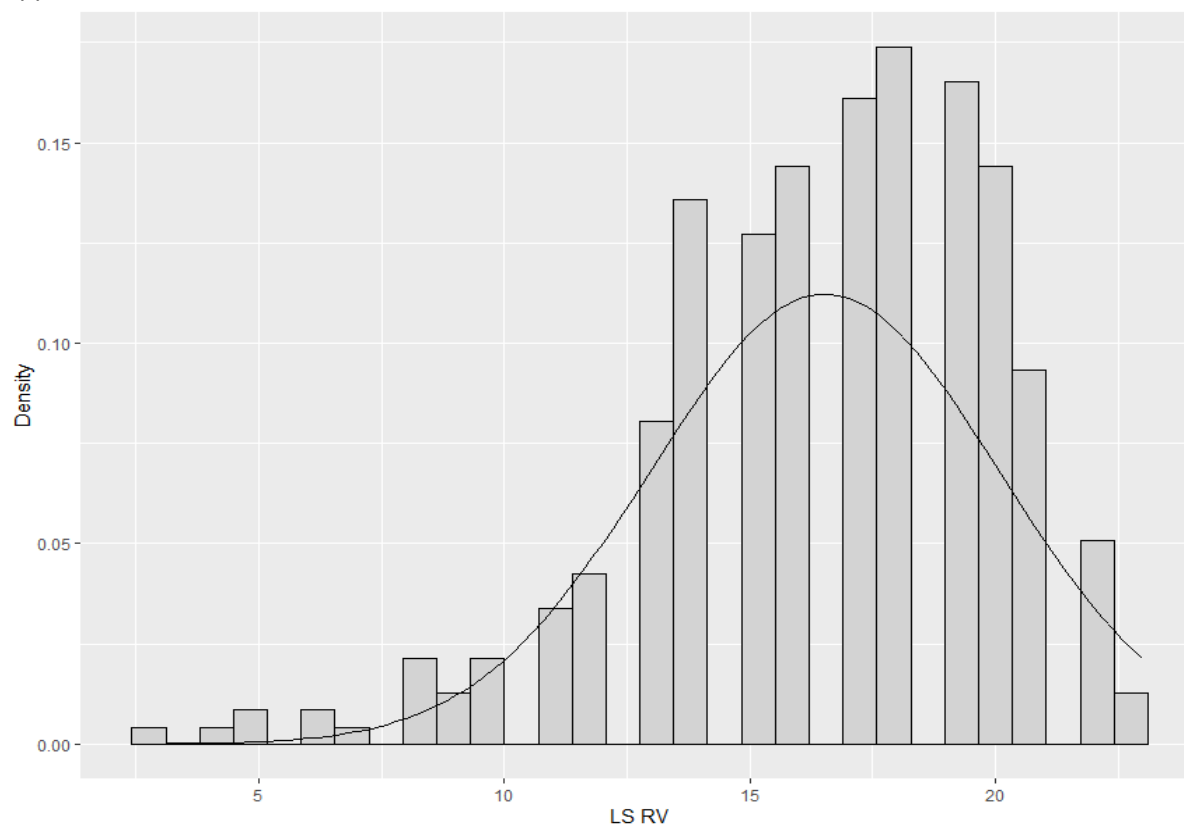

Figure 5. Distribution of LanguageScreen Receptive Vocabulary Scores at immediate-post-test time (T2) (Secondary Outcome)
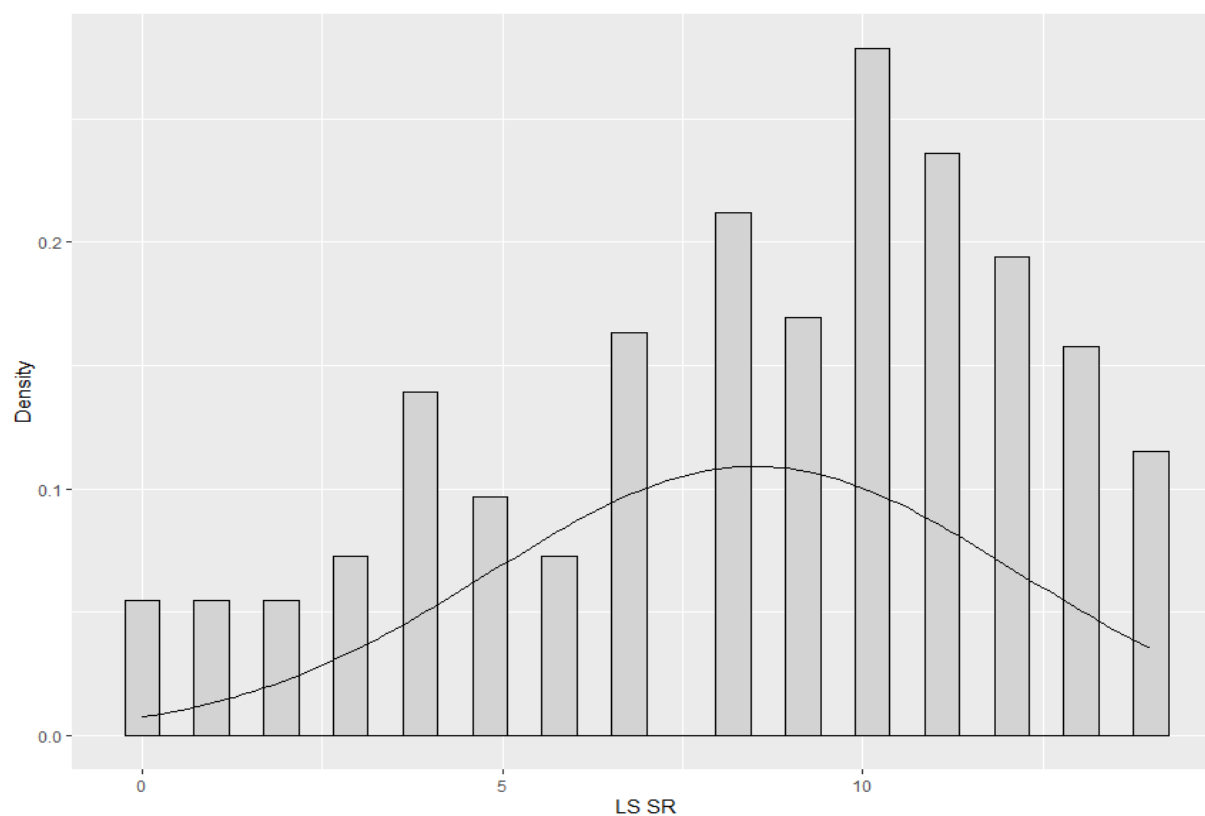
Figure 6. Distribution of LanguageScreen Sentence Repetition Scores at immediate-post-test time (T2) (Secondary Outcome)

Appendix G.4 Distribution of outcome variables
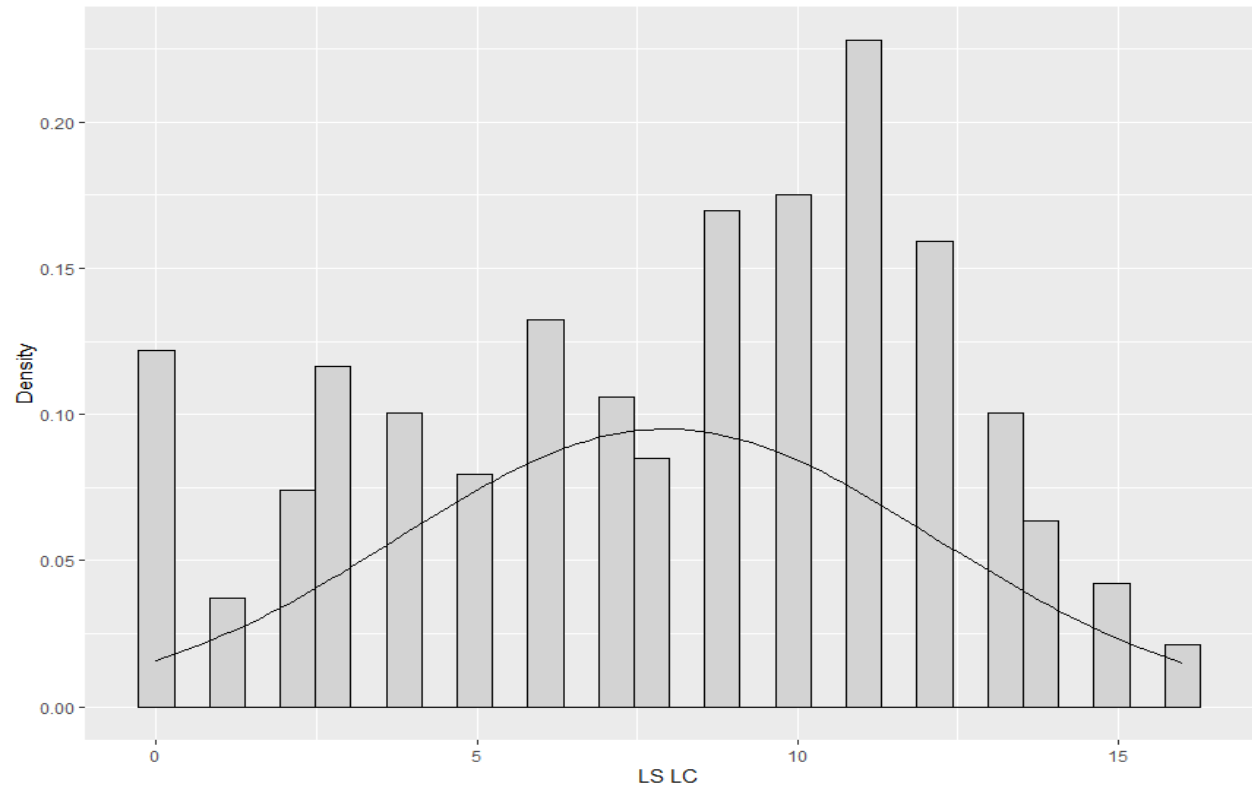
Figure 7. Distribution of LanguageScreen Listening Comprehension Scores at immediate-post-test time (T2) (Secondary Outcome)
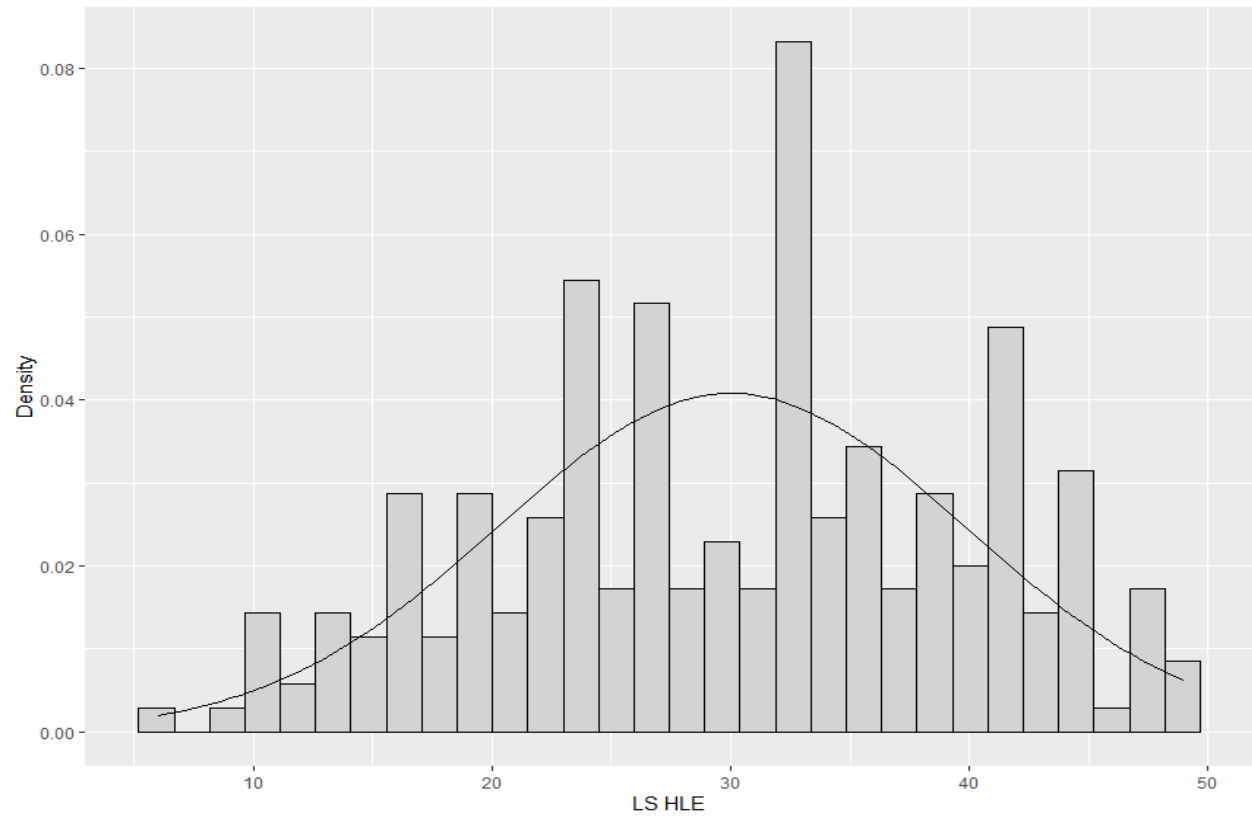
Figure 8. Distribution of T2 Home Learning Environment Scores

Appendix G.4 Distribution of outcome variables
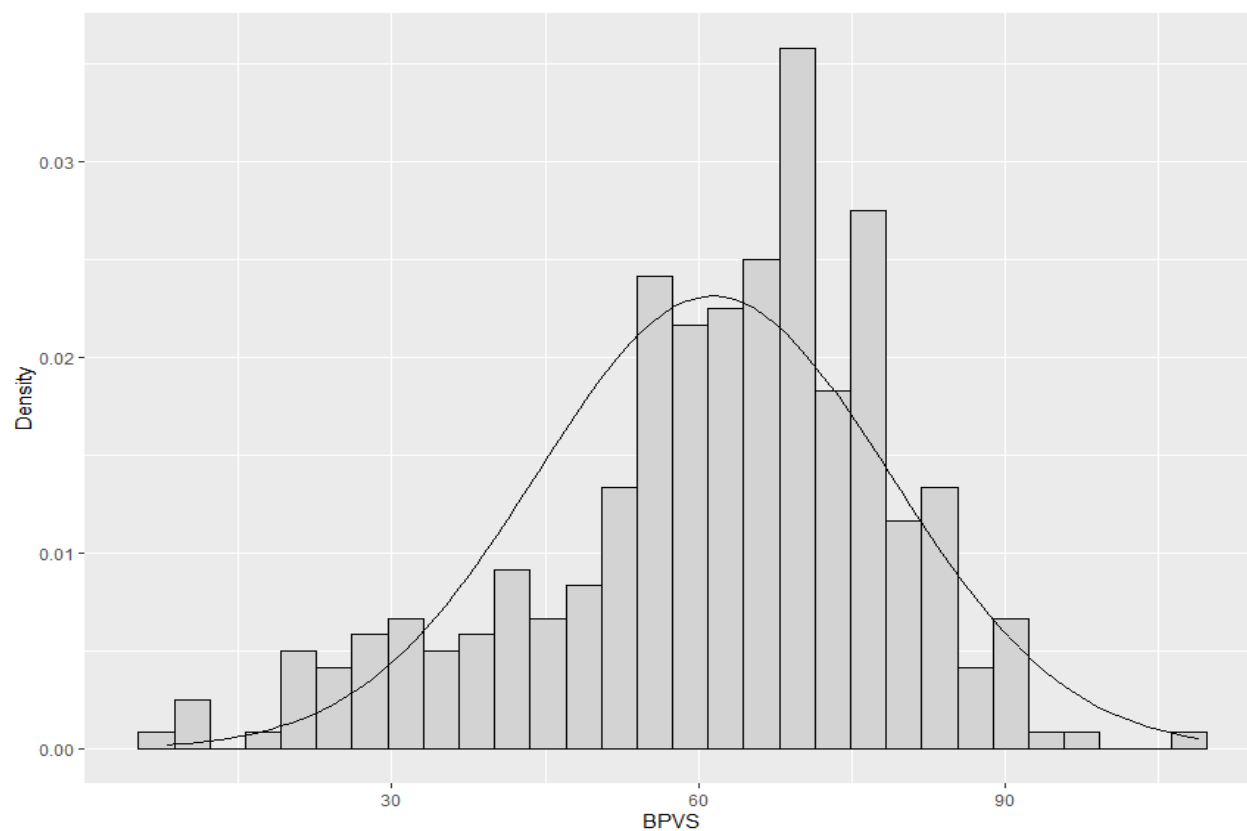
Figure 9. Distribution of T2 BPVS Scores
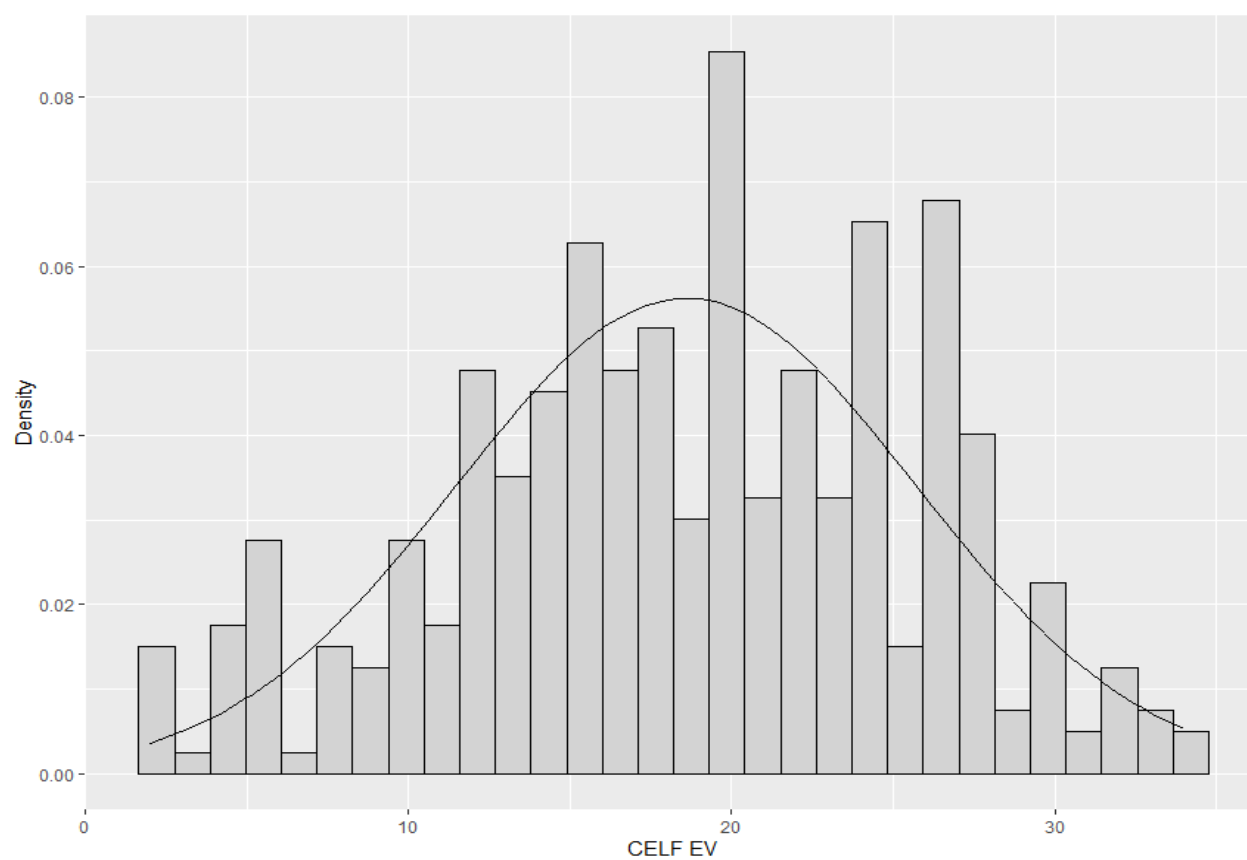
Figure 10. Distribution of T2 CELF EV Scores
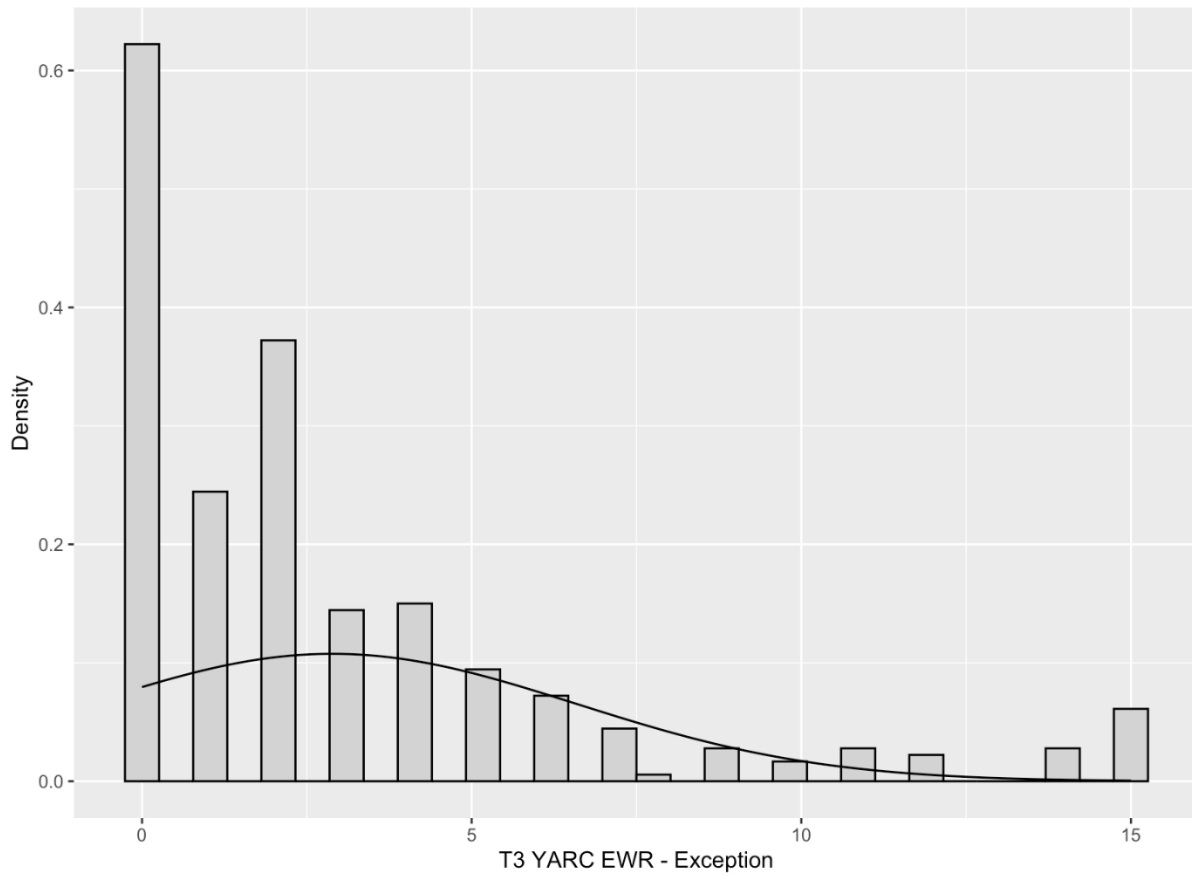
Appendix G.4 Distribution of outcome variables
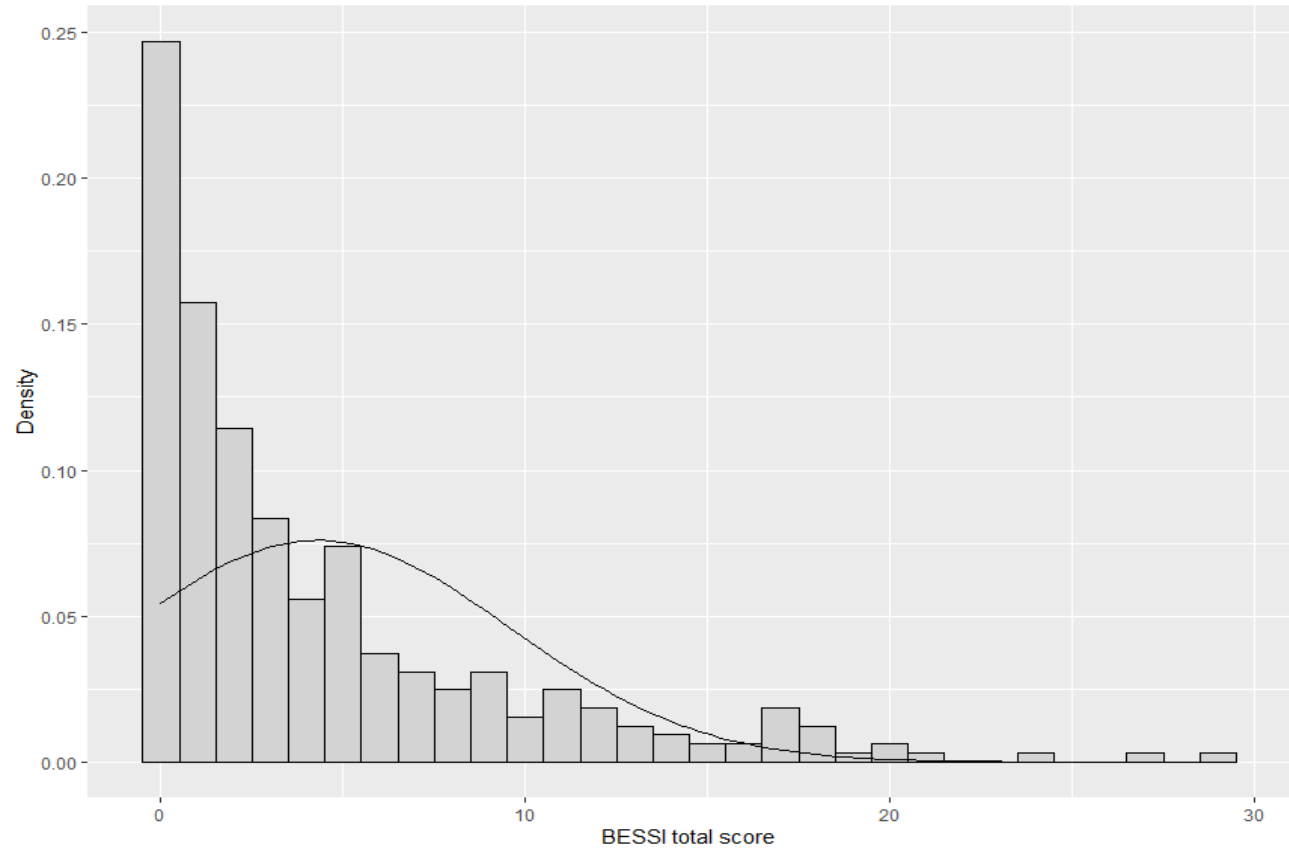
Figure 11. Distribution of T2 BESSI total Scores
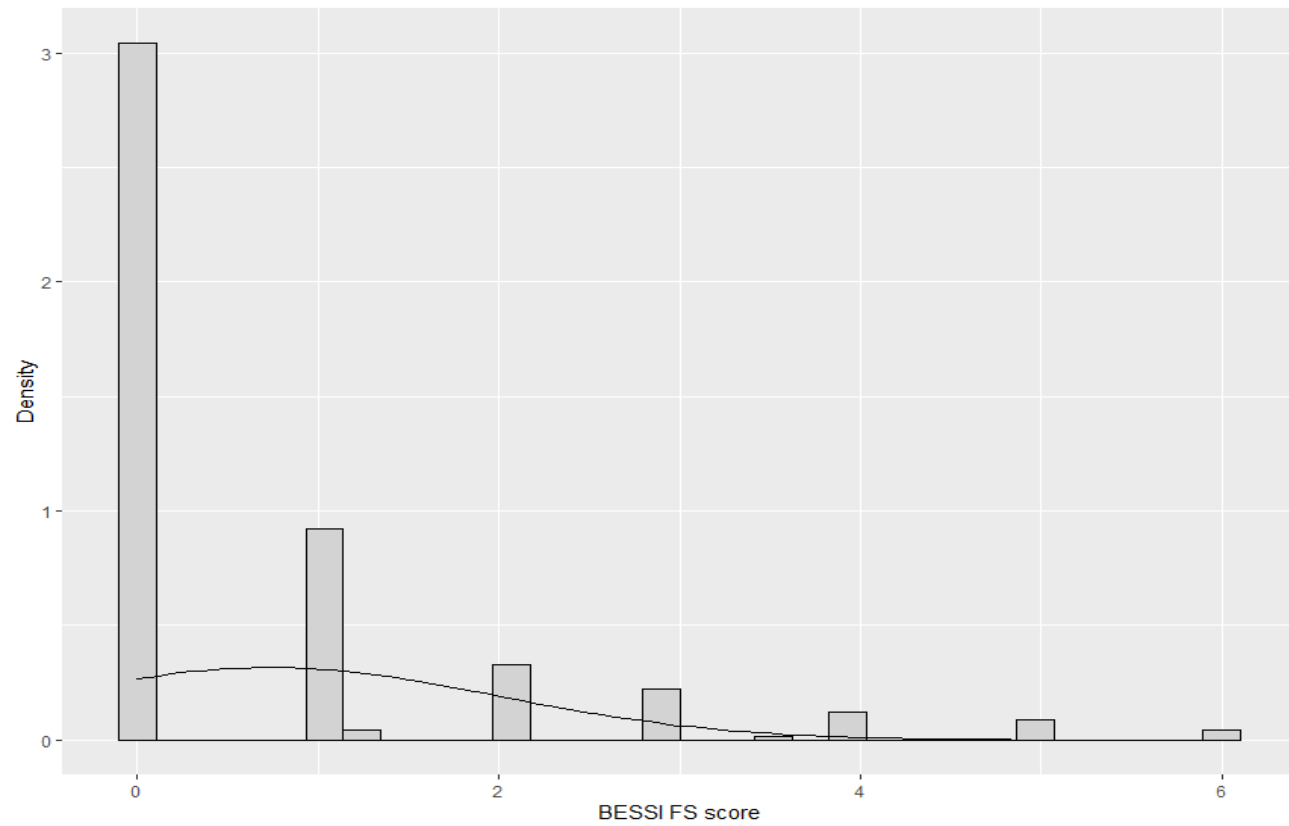
Figure 12. Distribution of T2 BESSI FS Scores

Appendix G.4 Distribution of outcome variables
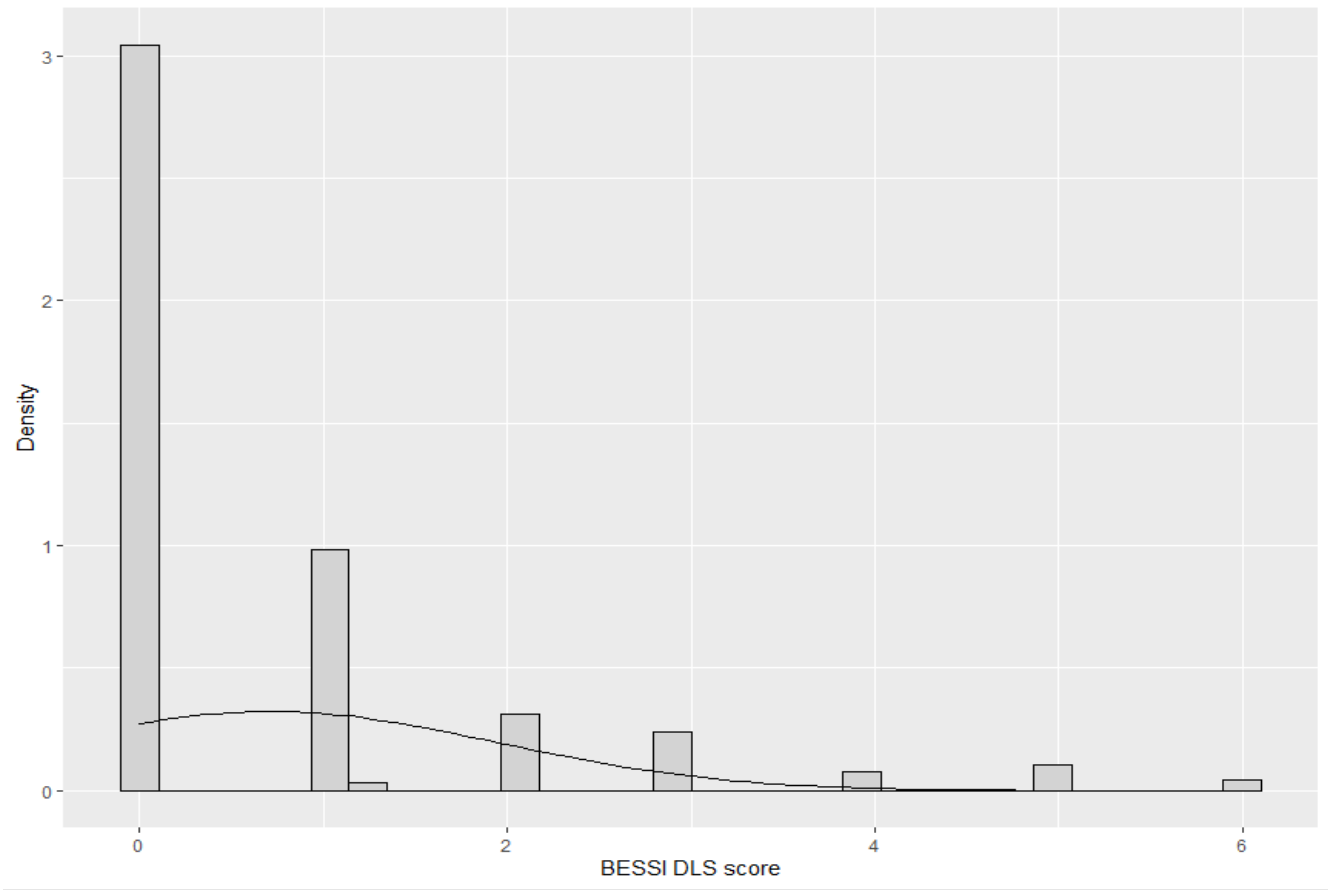
Figure 13. Distribution of T2 BESSI DLS Scores
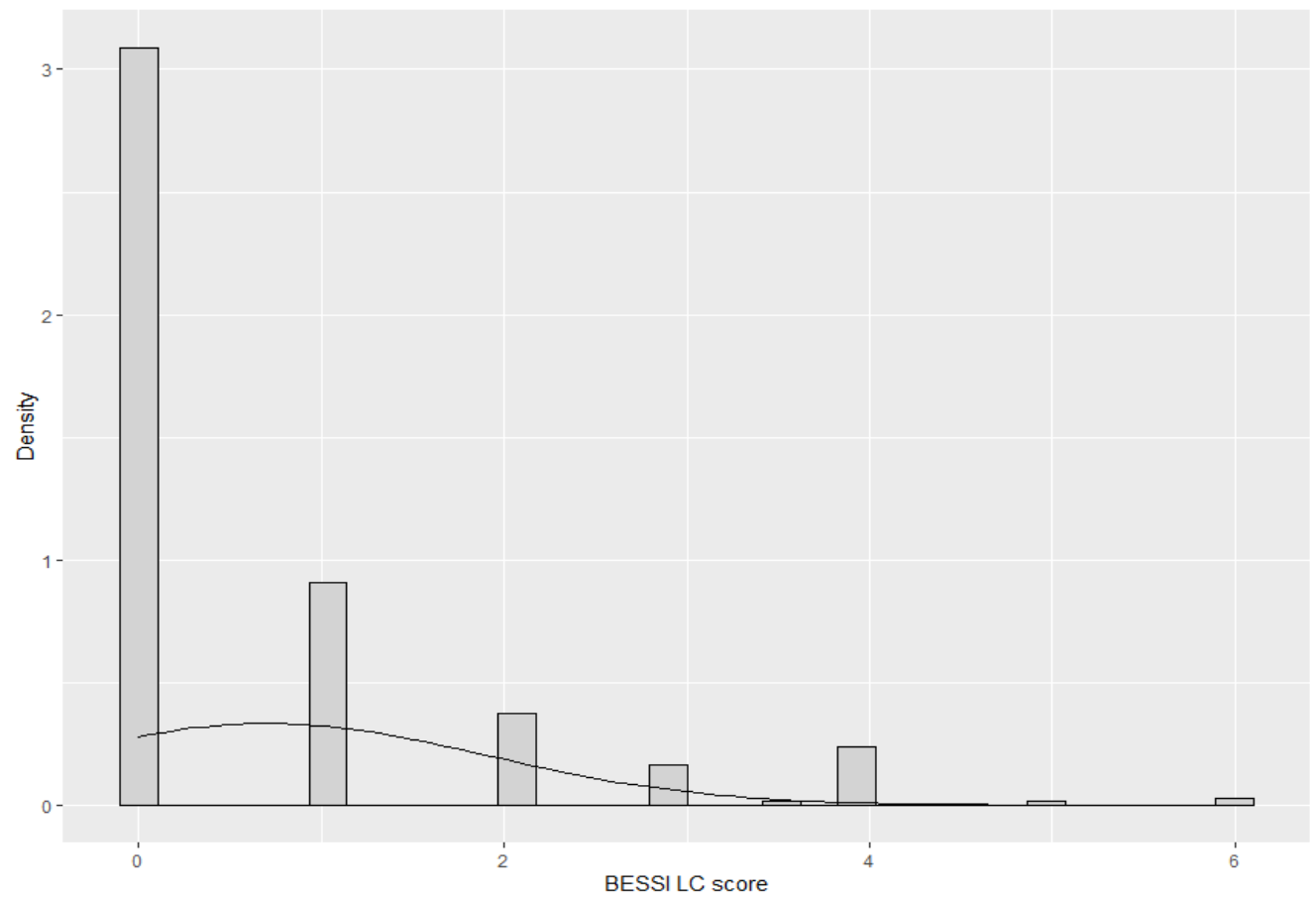
Figure 14. Distribution of T2 BESSI LC Scores

Appendix G.4 Distribution of outcome variables
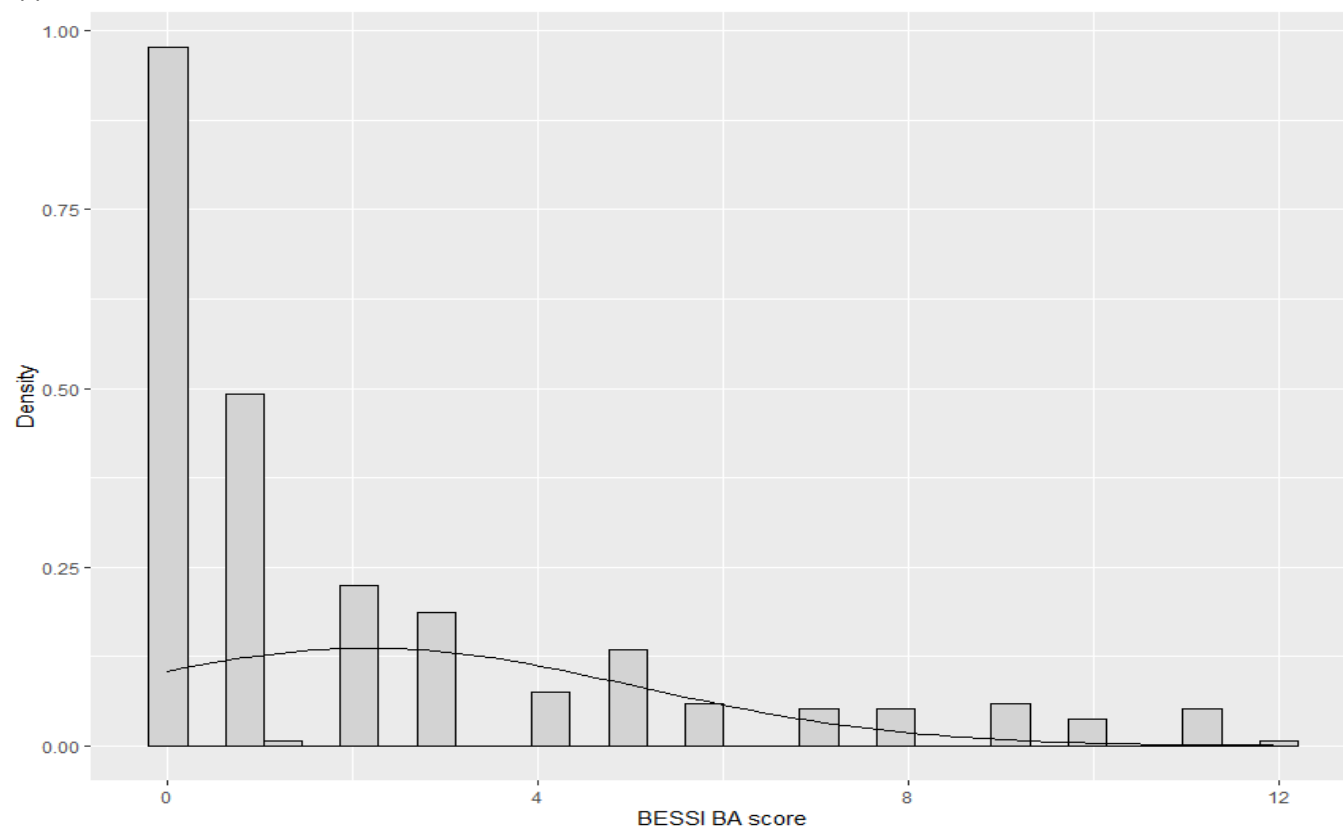
Figure 15. Distribution of T2 BESSI BA Scores
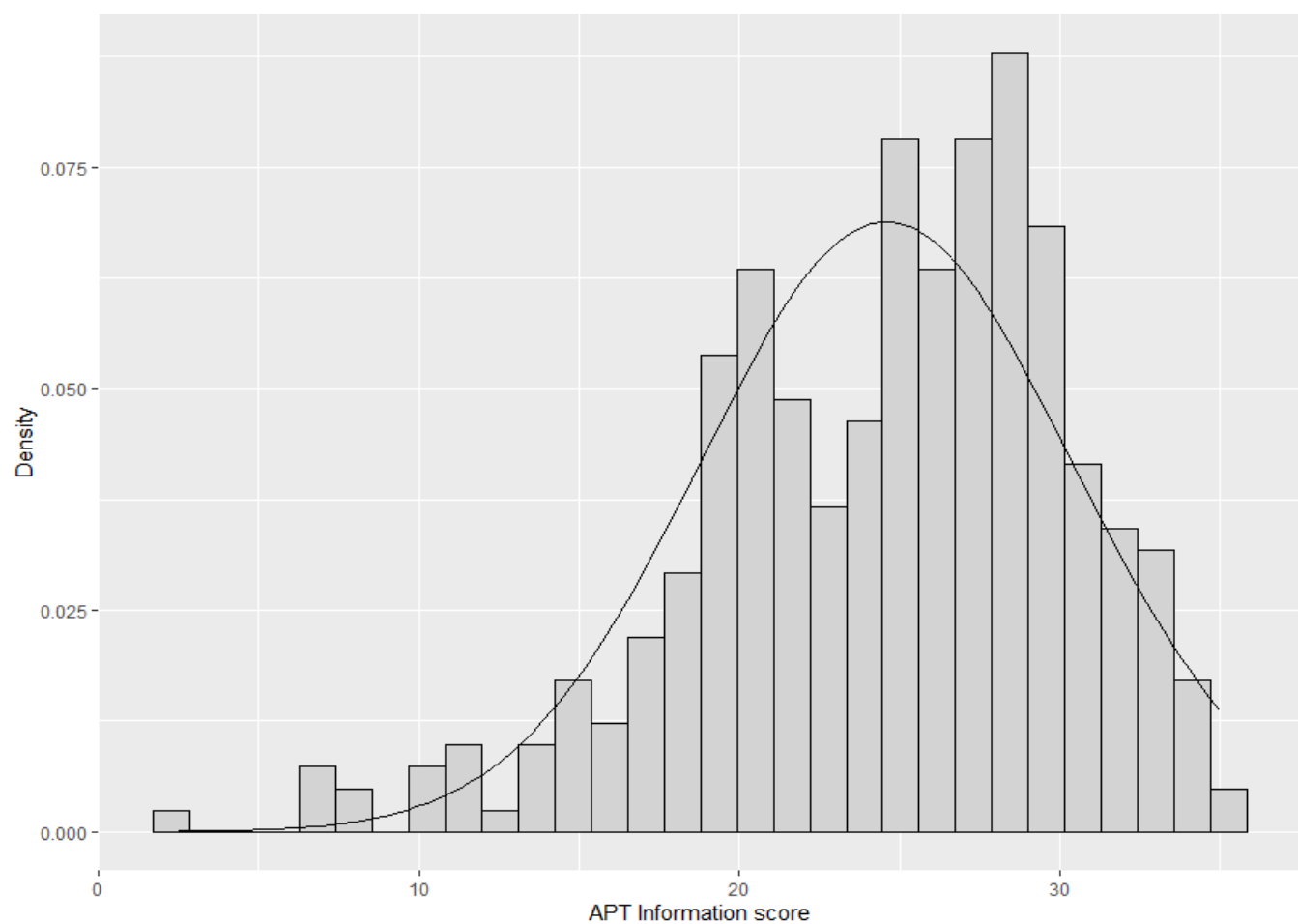
Figure 16. Distribution of T2 APT Information Scores

Appendix G.4 Distribution of outcome variables
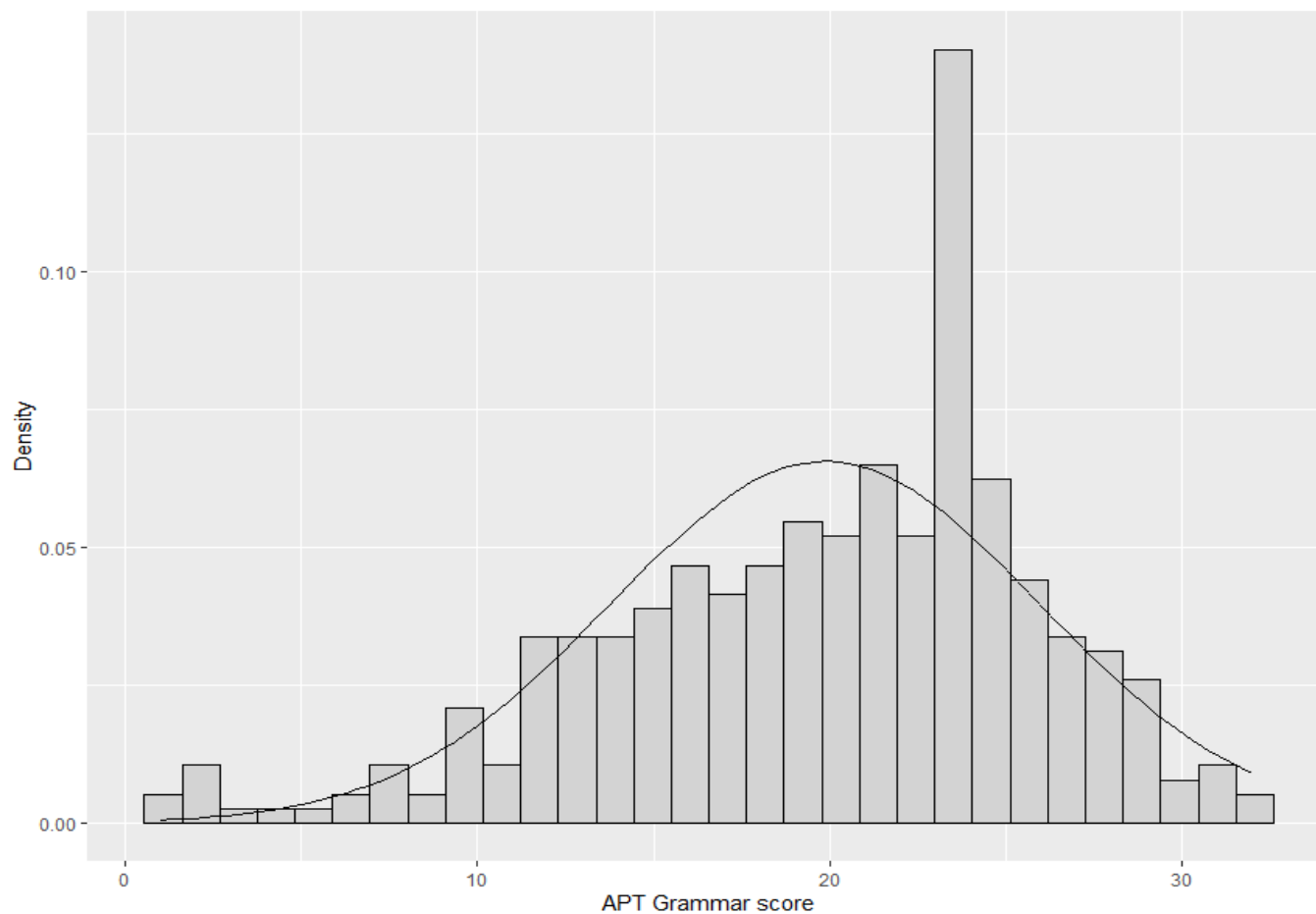
Figure 17. Distribution of T2 APT Grammar Scores
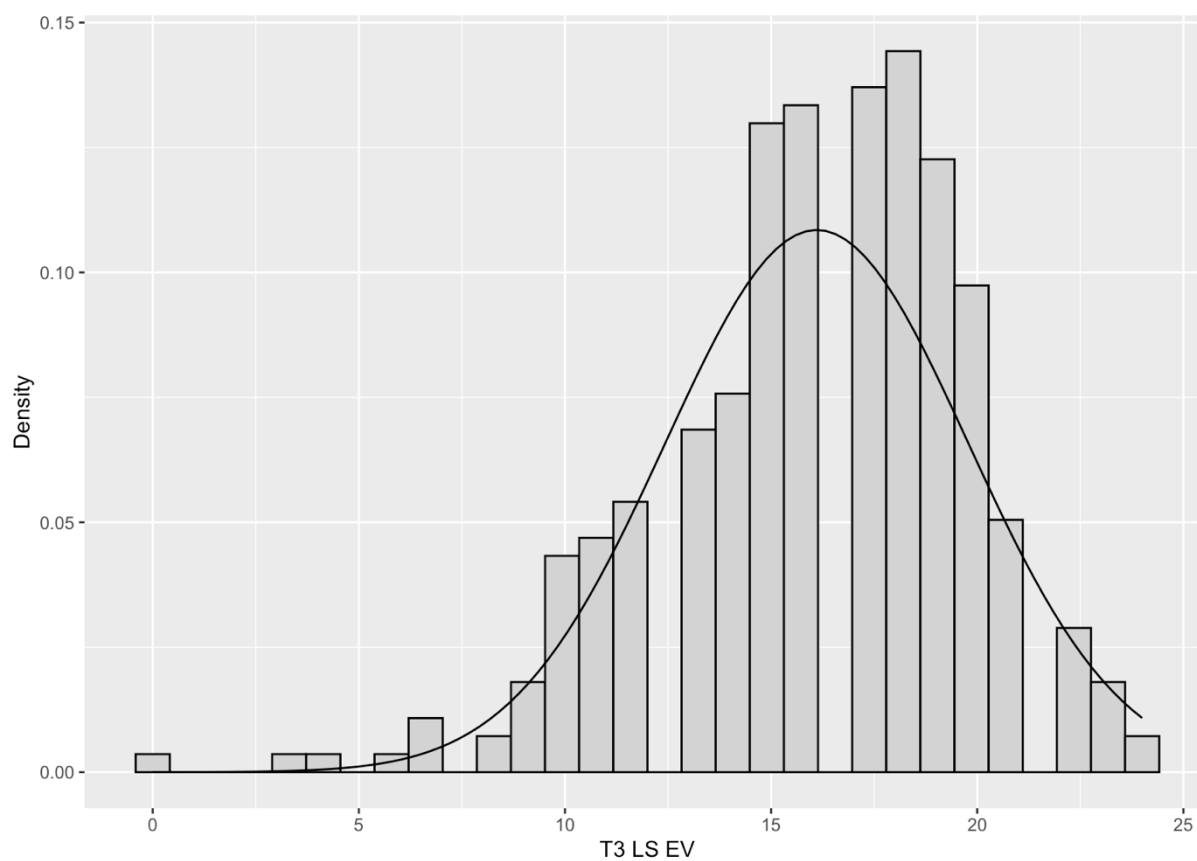
Figure 18. Distribution of Language Screen Expressive Vocabulary Scores at delayed-post-test time (T3) (Secondary Outcome)

Appendix G.4 Distribution of outcome variables
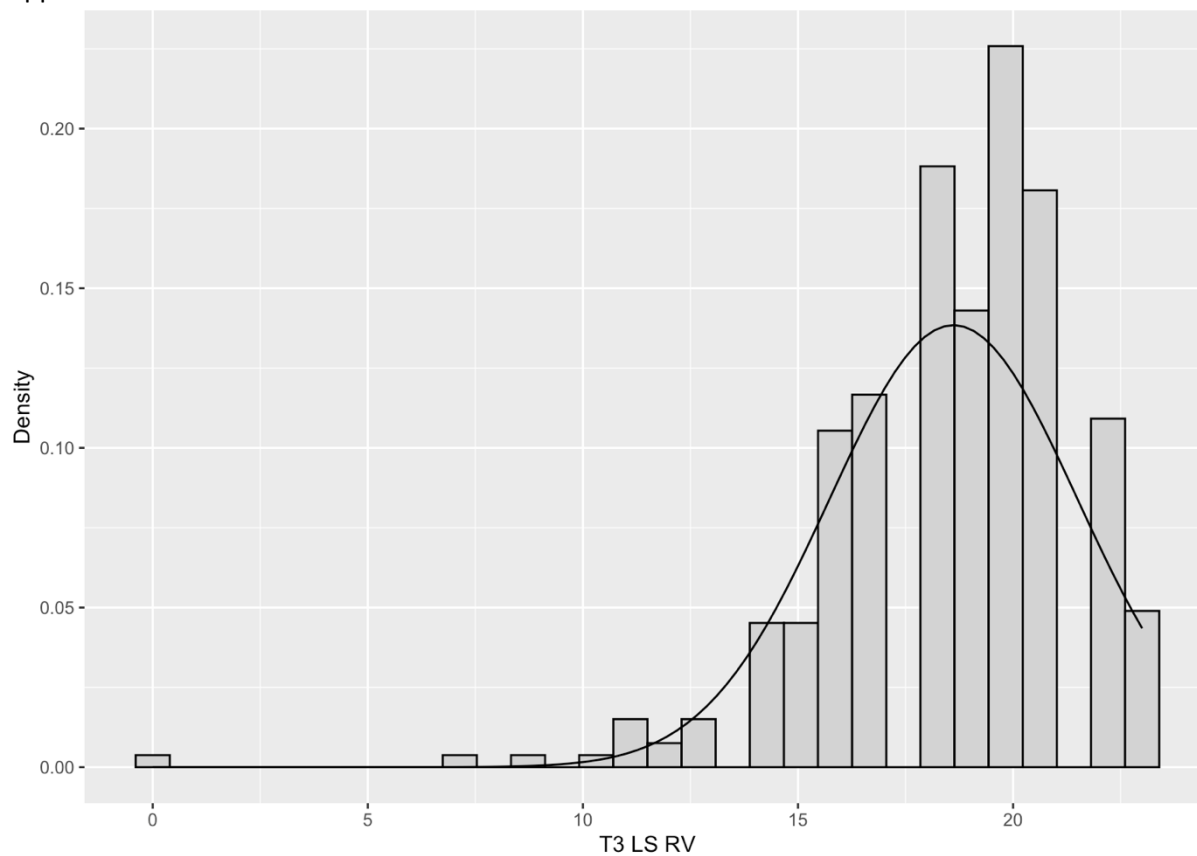
Figure 19. Distribution of LanguageScreen Receptive Vocabulary Scores at delayed-post-test time (T3) (Secondary Outcome)
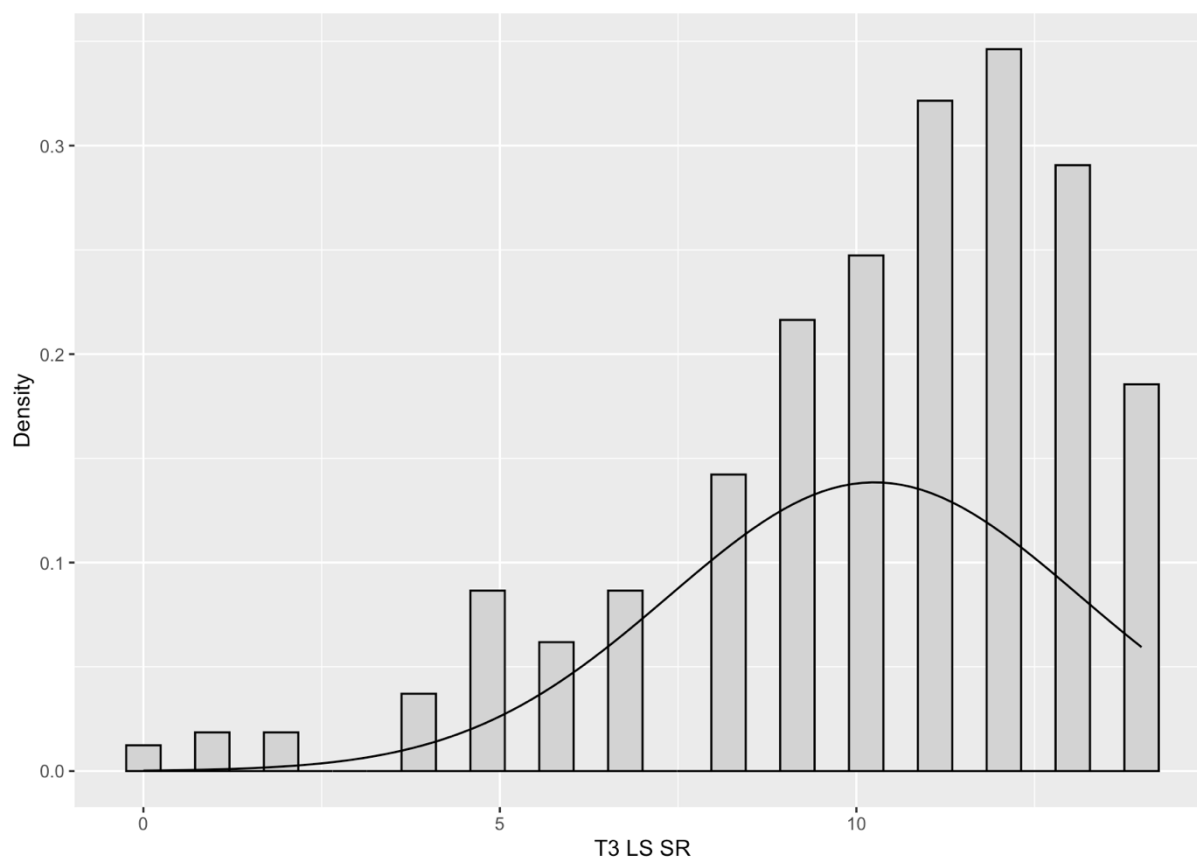
Figure 20. Distribution of LanguageScreen Sentence Repetition Scores at delayed-post-test time (T3) (Secondary Outcome)

Appendix G.4 Distribution of outcome variables
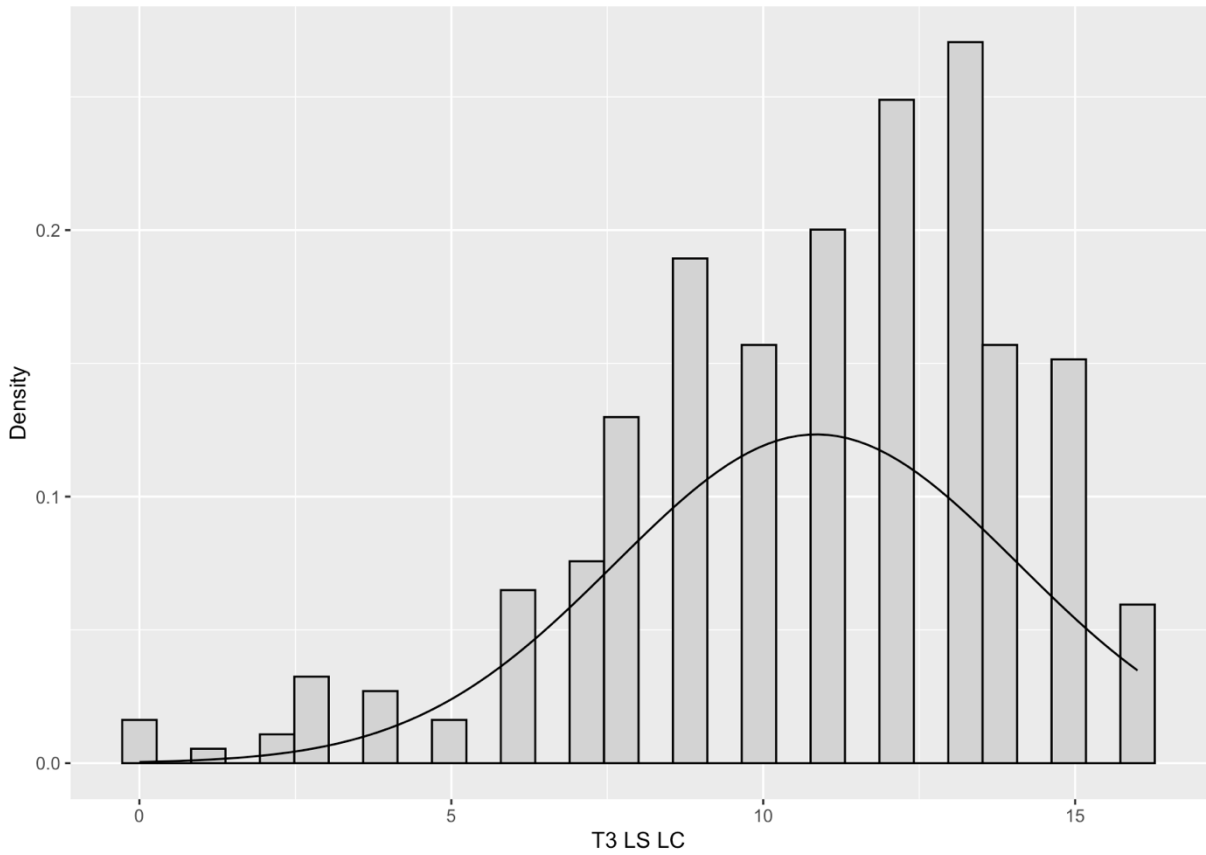
Figure 21. Distribution of LanguageScreen Listening Comprehension Scores at delayed-post-test time (T3) (Secondary Outcome)

Figure 22. Distribution of T3 BPVS Scores
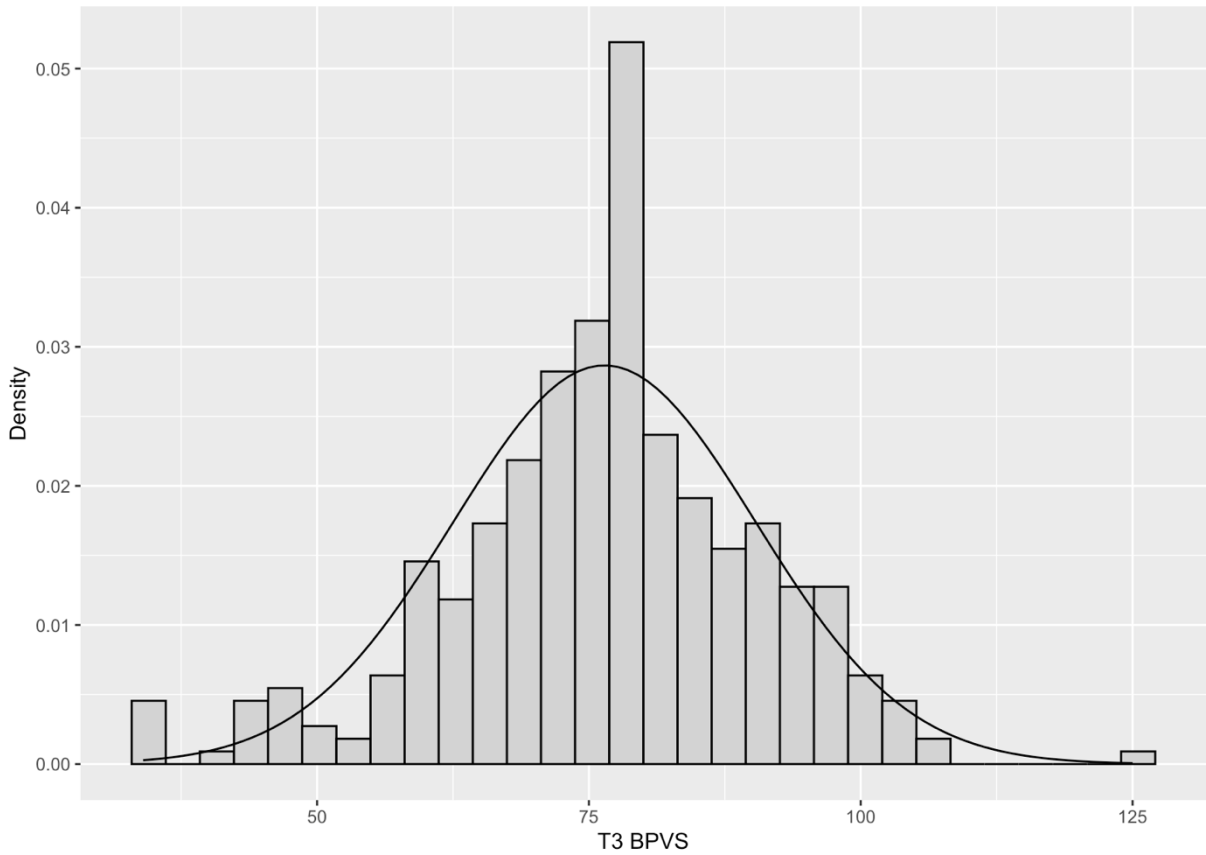
Appendix G.4 Distribution of outcome variables

Figure 23. Distribution of T3 CELF EV Scores
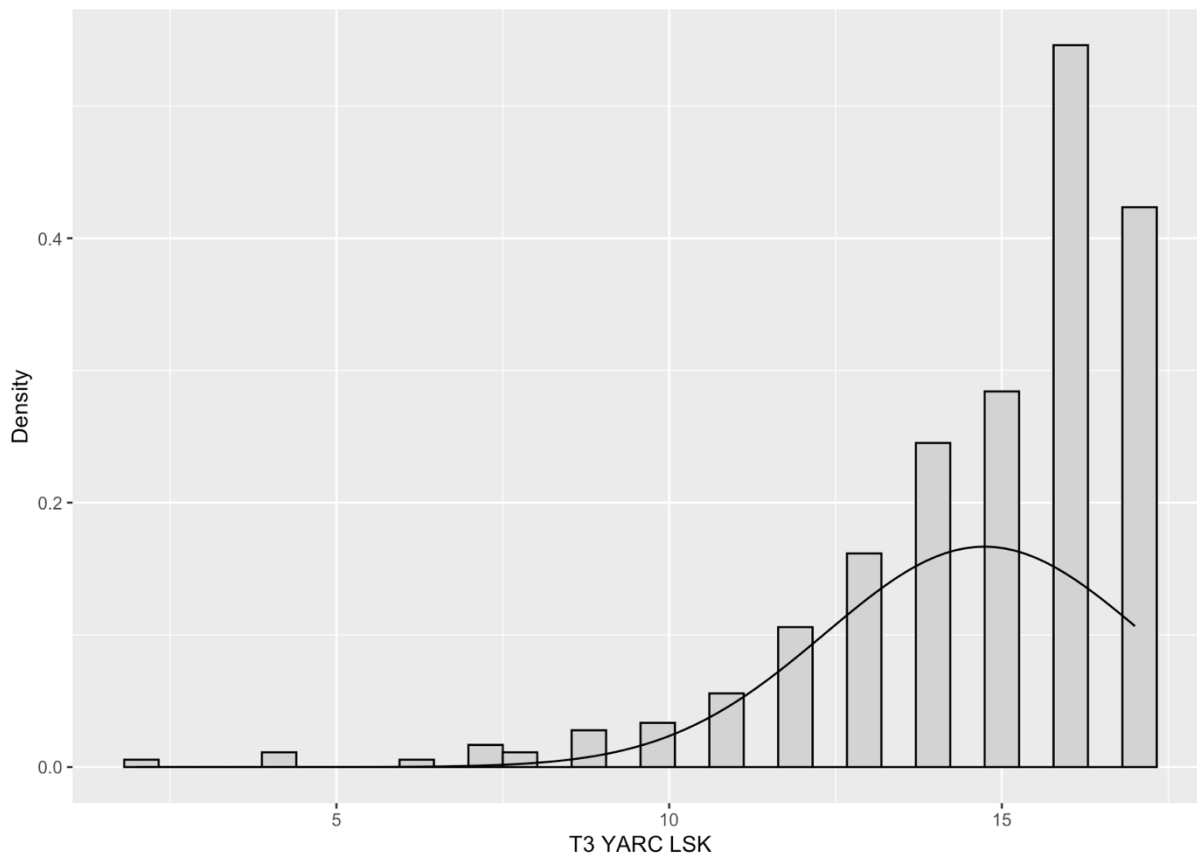
Figure 24. Distribution of T3 YARC LSK Scores

Appendix G.4 Distribution of outcome variables
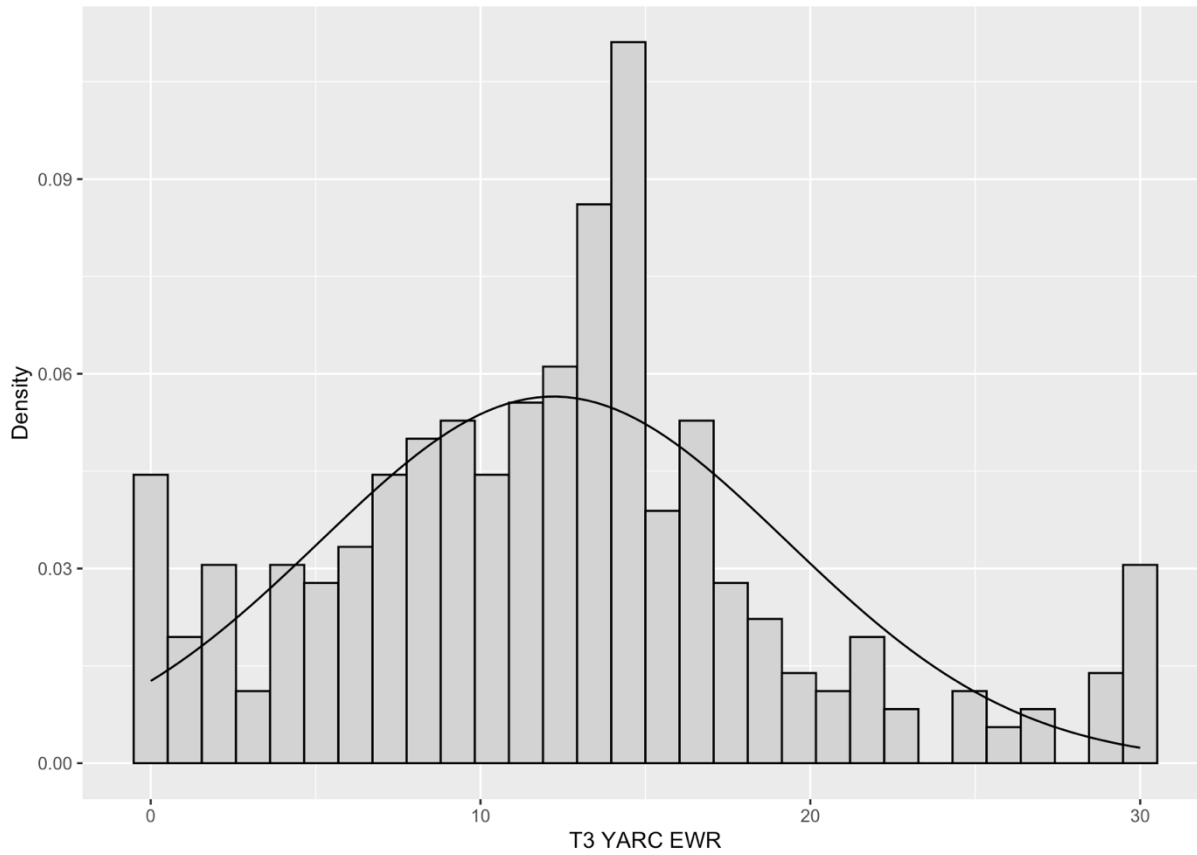
Figure 25. Distribution of T3 YARC EWR Scores
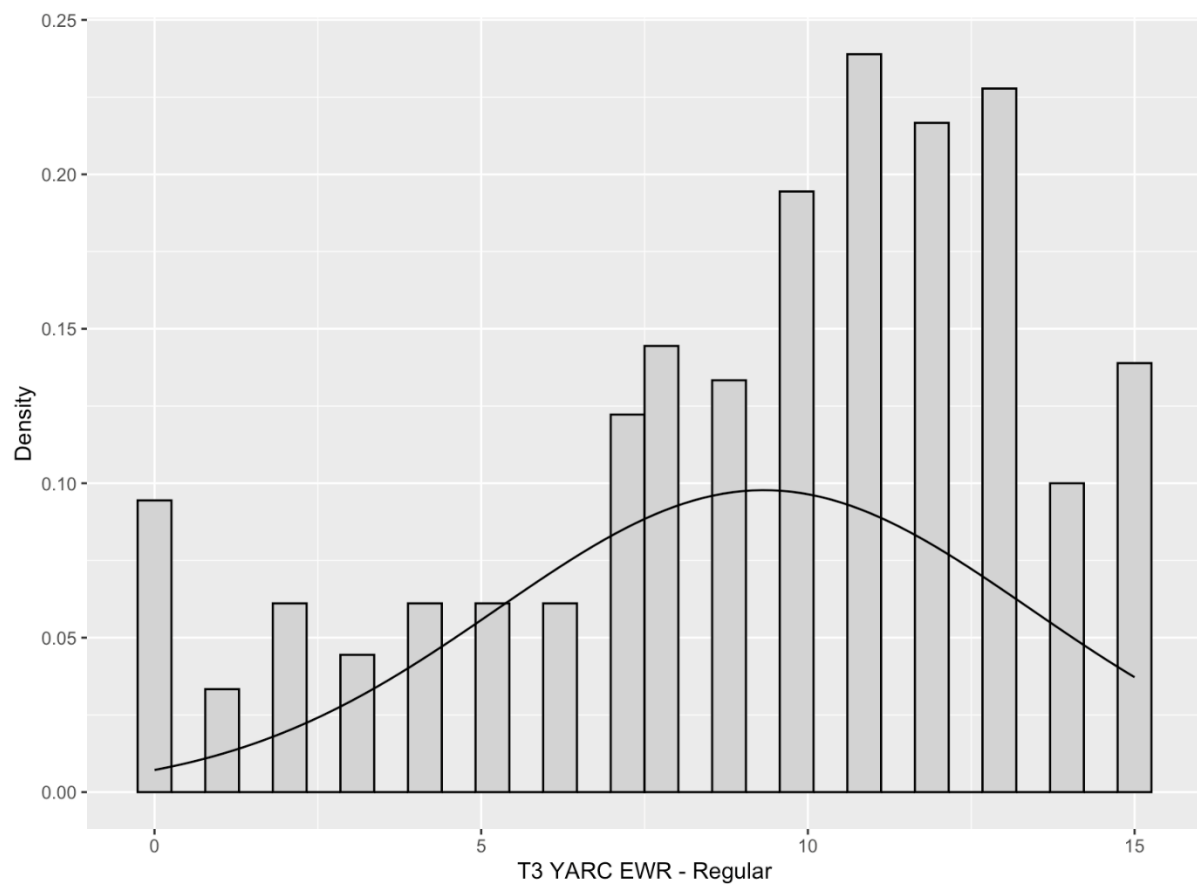
Figure 26. Distribution of T3 YARC EWR Regular Scores

Appendix G.4 Distribution of outcome variables

Figure 27. Distribution of T3 YARC EWR Exception Scores
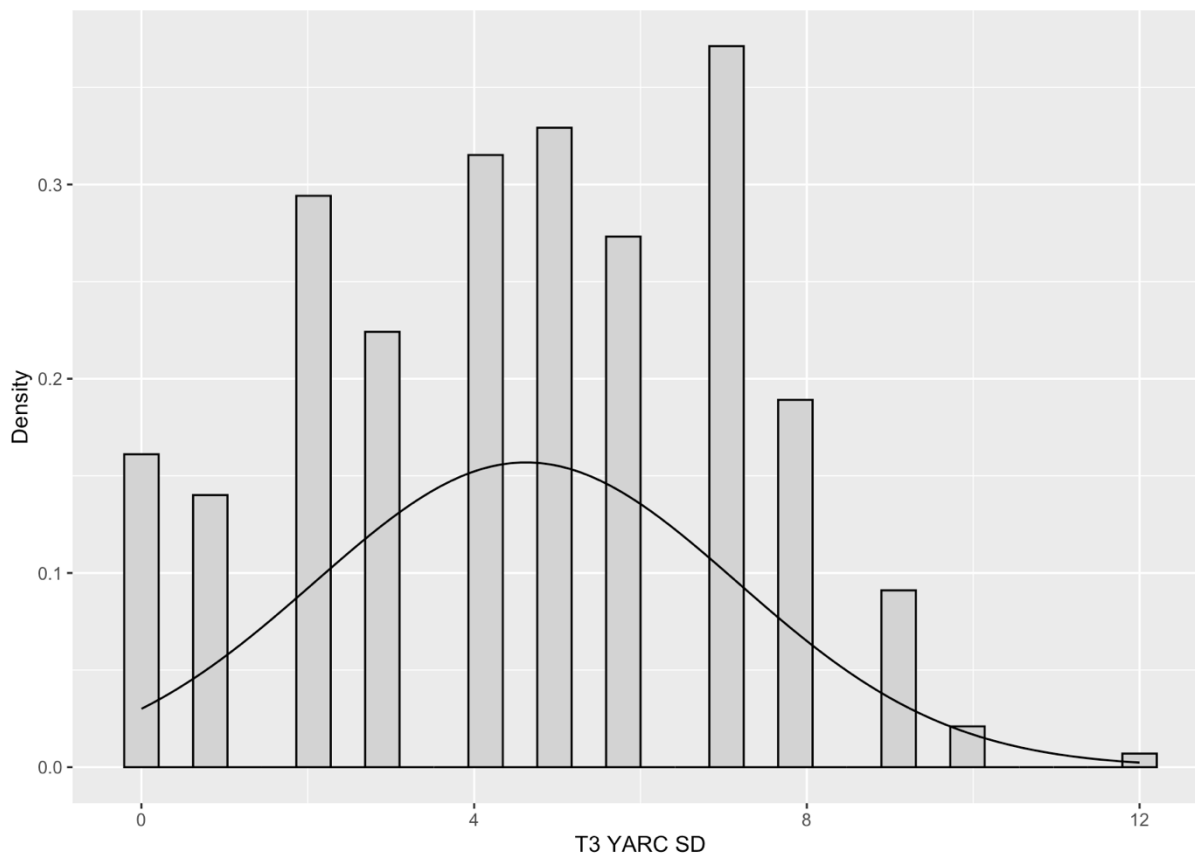
Figure 28. Distribution of T3 YARC SD Scores

Appendix G.4 Distribution of outcome variables
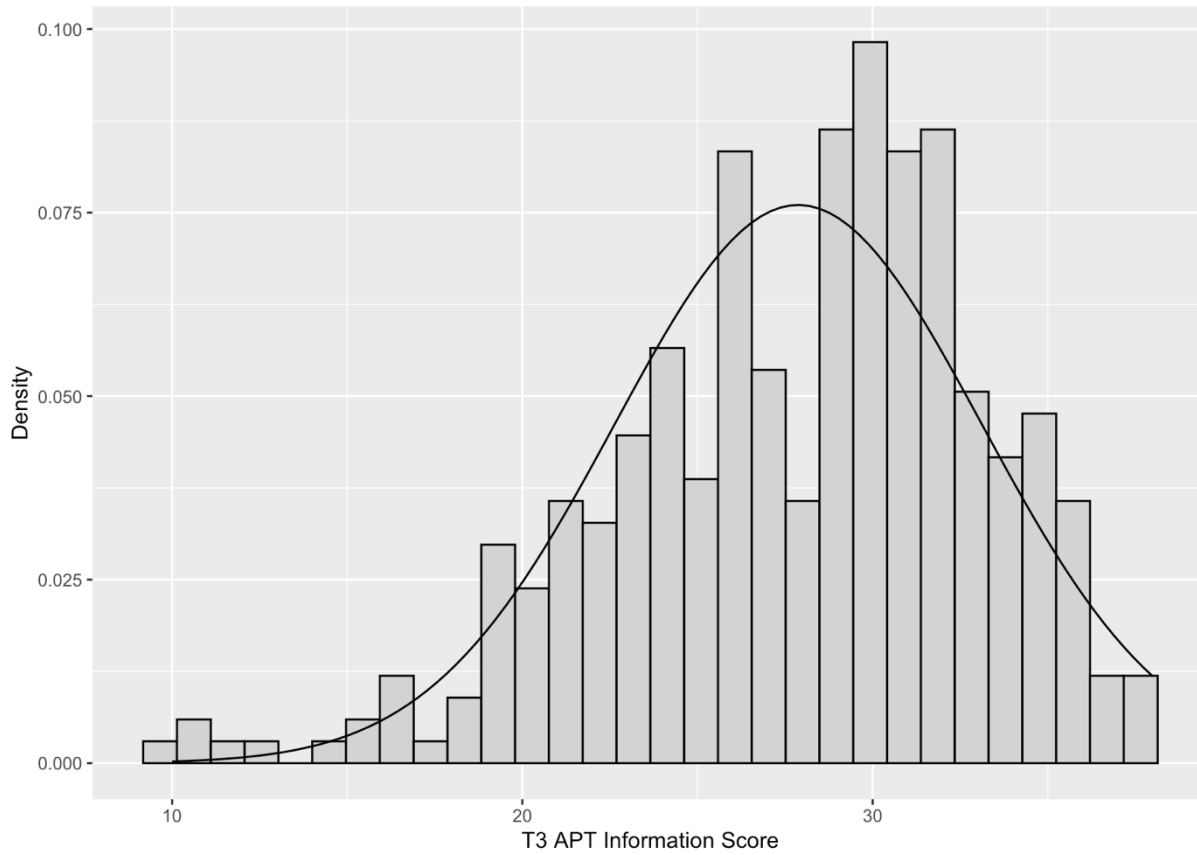
Figure 29. Distribution of T3 APT Information Scores
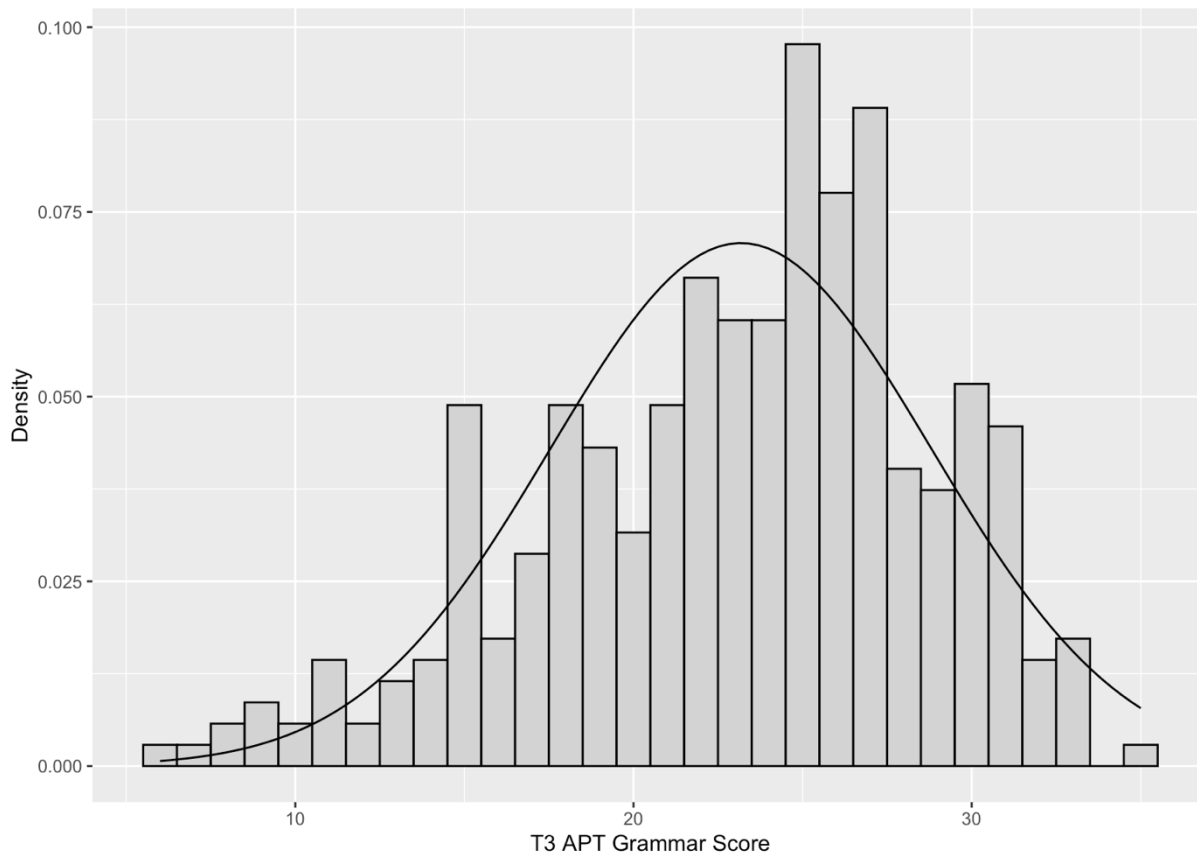
Figure 30. Distribution of T3 APT Grammar Scores

Appendix G.5. Codes for analysis in R

Analysis of primary outcome using eefAnalytics package in R

library(eefAnalytics)

output1 <- mstFREQ(posttest~ Intervention+pretest,random="School", intervention="Intervention",data=data)

Analysis of secondary outcomes using eefAnalytics package in R

Outcome = LanguageScreen Expressive Vocabulary

output1 <- mstFREQ(ev ~ Intervention+pretest,random="School",intervention="Intervention",data=data)

Outcome = LanguageScreen Receptive Vocabulary

output1 <- mstFREQ(rv ~ Intervention+pretest,random="School", intervention="Intervention",data=data)

Outcome = LanguageScreen Listening Comprehension

output1 <- mstFREQ(lc ~ Intervention+pretest,random="School",intervention="Intervention",data=data)

Outcome = LanguageScreen Sentence Repetition

output1 <- mstFREQ(sr ~ Intervention+pretest,random="School",intervention="Intervention",data=data)

Outcome = BESSI

output1 <- mstFREQ(bessi ~ Intervention+pretest,random="School",intervention="Intervention",data=data)

Outcome = HLE at post-test

output1 <- mstFREQ(hle ~ Intervention + hle1,random="School",intervention="Intervention",data=data)

Outcome = YARC

output1 <- mstFREQ(yarc ~ Intervention+pretest,random="School",intervention="Intervention",data=data)

Similar procedure was adopted for other outcome variables

Function to fit and produce final results for both (un)adjusted models in a single table


```
Results <- function(data=mstData, NewPosttests, Newpretests){
 mstData1 <- data.frame(data)
 mstData1$NewPosttests <- mstData1[, NewPosttests]
 mstData1$Newpretests <- mstData1[, Newpretests]
 mstData1$Intervention <-mstData1$Intervention
 output1 <- mstFREQ(NewPosttests~ Intervention+Newpretests ,random="School",
intervention="Intervention",data=mstData1)
output2 <- mstFREQ(NewPosttests~ Intervention+Newpretests +preStatusatRandom,random="School",
             intervention="Intervention",data=mstData1)
 Both <- data.frame(Adjusted=c(Beta= paste0(output1$Beta["Intervention1",1]," (", output1$Beta["Intervention1",2]," -
" ,output1$Beta["Intervention1",3],")"),
                  Cond_within =paste0(output1$ES$Intervention1["Within",1]," (",
output1$ES$Intervention1["Within",2]," - " , output1$ES$Intervention1["Within",3],")"),
```

Appendix G.5 Codes for analysis in R

```r
                        Cond_tatal =paste0(output1$ES$Intervention1["Total",1]," (",
output1$ES$Intervention1["Total",2]," - " , output1$ES$Intervention1["Total",3],")"),
                        Cond_ICC =output1$covParm$ICC,
                        unCond_within =paste0(output1$Unconditional$ES$Intervention1["Within",1]," (",
output1$Unconditional$ES$Intervention1["Within",2]," - " , output1$Unconditional$ES$Intervention1["Within",3],")"),
                        unCond_tatal =paste0(output1$Unconditional$ES$Intervention1["Total",1]," (",
output1$Unconditional$ES$Intervention1["Total",2]," - " , output1$Unconditional$ES$Intervention1["Total",3],")"),
                        unCond_ICC =output1$Unconditional$covParm$ICC),
              Unadjusted=c(Beta= paste0(output2$Beta["Intervention1",1]," (", output2$Beta["Intervention1",2]," - "
,output2$Beta["Intervention1",3],")")),
                        Cond_within =paste0(output2$ES$Intervention1["Within",1]," (",
output2$ES$Intervention1["Within",2]," - " , output2$ES$Intervention1["Within",3],")"),
                        Cond_tatal =paste0(output2$ES$Intervention1["Total",1]," (",
output2$ES$Intervention1["Total",2]," - " , output2$ES$Intervention1["Total",3],")"),
                        Cond_ICC =output2$covParm$ICC,
                        unCond_within =paste0(output2$Unconditional$ES$Intervention1["Within",1]," (",
output2$Unconditional$ES$Intervention1["Within",2]," - " , output2$Unconditional$ES$Intervention1["Within",3],")"),
                        unCond_tatal =paste0(output2$Unconditional$ES$Intervention1["Total",1]," (",
output2$Unconditional$ES$Intervention1["Total",2]," - " , output2$Unconditional$ES$Intervention1["Total",3],")"),
                        unCond_ICC =output2$Unconditional$covParm$ICC))
Both1 <-  add_rownames(Both,var = "Parameters")
Table1 <- flextable(Both1)#flextable
Table1 <- bold(Table1, bold = TRUE, part = "header")
Table1 <- autofit(Table1)#flextable
Table1 <- theme_booktabs(Table1)
  return(Table1)
}
```` ```{r cars, message=FALSE, warning=FALSE, include=FALSE}
load("data.RData")
#mstData <- pact3_v1 # use this for full
mstData <- pact3_v1[pact3_v1$EYPP_Eligibility == 1,]# change here for FSM
#mstData <- pact3_v1[complete.cases(pact3_v1$prelatent),]
```
```

Model with Primary pretest and posttest
```r
```{r original, echo=FALSE,message=FALSE, warning=FALSE}
library(dplyr)
original <- Results(data=mstData,NewPosttests="postlatent", Newpretests="prelatent")#Models
original
```
```

Appendix G.6 Cost of PACT Programme Delivery (by developers)

	Type of cost	Cost	Cost per item	# of items	Total cost
Year 1					
		PACT LEAD TRAINING			
	Set up cost	7 hours RA time to prepare and deliver PACT Lead training sessions x 2	£17.80	14	£249.20
	Set up cost	7 hours Lecturer time to prepare and deliver PACT Lead training sessions x 2	£26.60	14	£372.40
	Set up cost	Travel to storage unit to collect Packs (2 people and £5 cost)	£5.00	2	£10.00
	Set up cost	15 hours RA time to distribute PACT Packs to PACT Lead before training	£17.80	15	£267.00
	Set up cost	3 hours for training trainers for PACT Lead session for lecturer	£26.60	3	£79.80
		3 hours for training trainers for PACT Lead session for RA	£17.80	3	£53.40
	Set up cost	Postage costs for sending PACT Pack to school before PACT Lead training (40 settings x £7)	£7.00	40	£280.00
		PARENT TRAINING			
	Set up cost	2 hours for training trainers for parent session for RA	£17.80	2	£35.60
	Set up cost	2 hours for training trainers for parent session for PDRA	£21.75	2	£43.50
	Set up cost	2 hours for training trainers for parents session for Lecturer	£26.60	2	£53.20
	Ongoing cost	3 hours trainer time per Parent training session including admin by RA (22 sessions + two shadowing trainer)	£17.80	72	£1,281.60

Appendix G.6 Cost of PACT Programme Delivery (by developers)

	Ongoing cost	3 hours trainer time per Parent training session including admin by PDRA (24 sessions + two shadowing trainer)	£21.75	78	£1,696.50
	Ongoing cost	3 hours trainer time per Parent training session including admin by Lecturer (10 sessions delivered plus 2 observing new trainers)	£26.60	36	£957.60
	Ongoing cost	3 hours for RA for prep time for Parent training sessions	£17.80	3	£53.40
	Ongoing cost	3 hours for PDRA for prep time for Parent training sessions	£21.75	3	£65.25
	Ongoing cost	3 hours for Lecturer for prep time for parent training sessions	£26.60	3	£79.80
		ONGOING SUPPORT THROUGHOUT YEAR			
	Ongoing cost	Personnel for distributing PACT packs - 2 people x 10 hours x 6 PACT packs	£21.75	120	£2,610.00
	Ongoing cost	Postage costs for sending PACT Packs to schools - £380 x 6 packs x + £330 packaging materials	£380	6	£2,610.00
	Ongoing cost	Storage & insurance costs for PACT Packs - £244.60 per month for 12 months	£244.60	12	£2,935.20
	Set up cost	PACT Pack set for school (x 43)	£167.00	43	£7,181.00
	Ongoing cost	Travel to storage unit to collect packs (2 people x 7 trips)	£5	14	£70.00
	Ongoing cost	Ongoing support to schools - 1 person - 2 hours per week (May 2021 to July 2022 Excluding school holidays) 52 weeks) (RA)	£17.80	104	£1,851.20
Years 2 and 3	*- no PACT Lead training & reduced support time*				
		PARENT TRAINING			

Appendix G.6 Cost of PACT Programme Delivery (by developers)

	Ongoing cost	3 hours trainer time per Parent training session including admin by RA (27 sessions)	£17.80	81	£1,441.80
	Ongoing cost	3 hours trainer time per Parent training session including admin by PDRA (29 sessions)	£21.75	87	£1,892.25
	Ongoing cost	3 hours for RA for prep time for Parent training sessions	£17.80	3	£53.40
	Ongoing cost	3 hours for PDRA for prep time for Parent training sessions	£21.75	3	£65.25
	Ongoing cost	6 hours for shadowing 2 sessions of new trainer for lecturer	£26.60	6	£159.60
	Ongoing cost	3 hours for training new trainer for parents session for Lecturer	£26.60	3	£79.80
	Ongoing cost	2 hours for RA for training for delivery of parent session	£17.80	2	£35.60
		ONGOING THROUGHOUT YEAR			
	Ongoing cost	Personnel for distributing PACT packs - 2 people x 10 hours x 6 PACT packs	£21.75	120	£2,610.00
	Ongoing cost	Postage costs for sending PACT Packs to schools - £380 x 6 packs + £330 packaging materials	£380.00	6	£2,610.00
	Ongoing cost	Storage & insurance costs for PACT Packs - £244.60 per month for 12 months	£244.60	12	£2,935.20
	Ongoing cost	Ongoing support to schools - 1 person - 1 hours per week 30 weeks	£17.80	30	£534.00
	Ongoing cost	Travel to storage unit to collect packs (2 people x 6 trips)	£5.00	12	£60.00
Total cost over all schools (excluding cost of packs for families)			Total Year 1		£22,835.65
			Total Year 2		£12,476.90
			Total Year 3		£12,476.90

Appendix G.6 Cost of PACT Programme Delivery (by developers)

	Total overall	**£47,789.45**
Cost per school (excluding cost of packs for families)	Total cost for 3 years of involvement	£1,111.38
	Cost for Year 1	£531.06
	Cost for Year 2	£290.16
	Cost for Year 3	£290.16
	Average cost per year (assuming 3 years involvement)	£370.46

Assumed Hourly Rates (based on hourly rate for middle band of grade at Russell Group University): Research Assistant (RA) - £17.80, Lecturer - £26.60, Post-doctoral research assistant (PDRA) - £21.75

Appendix G.7 Correlation tables between outcomes

Appendix *Table 9*. Correlation table for baseline measures

	T1_LS-EV_raw_score	T1_LS-RV_raw_score	T1_LS-SR_raw_score	T1_LS-LC_raw_score	T1_HLE
T1_LS-EV_raw_score	1.00				
T1_LS-RV_raw_score	0.71	1			
T1_LS-SR_raw_score	0.64	0.57	1		
T1_LS-LC_raw_score	0.64	0.56	0.67	1	
T1_HLE	0.15	0.19	0.17	0.18	1

Appendix *Table 10*. Correlation table for immediate post-test measures

	T2_LS-EV_raw_score	T2_LS-RV_raw_score	T2_LS-SR_raw_score	T2_LS-LC_raw_score	T2_HLE	T2_CELF-EV	T2_BPVS	T2_APT_Information	T2_APT_Grammar	T2_BESSI-BA	T2_BESSI-LC	T2_BESSI-DLS	T2_BESSI-FS	T2_BESSI_total
T2_LS-EV_raw_score	1													
T2_LS-RV_raw_score	0.64	1												
T2_LS-SR_raw_score	0.55	0.52	1											
T2_LS-LC_raw_score	0.63	0.54	0.65	1										
T2_HLE	0.08	0.16	0.14	0.11	1									
T2_CELF-EV	0.74	0.61	0.52	0.62	0.14	1								
T2_BPVS	0.69	0.64	0.52	0.63	0.12	0.71	1							
T2_APT_Information	0.49	0.49	0.44	0.51	0.09	0.52	0.52	1						
T2_APT_Grammar	0.48	0.44	0.50	0.51	0.15	0.53	0.53	0.77	1					
T2_BESSI-BA	-0.18	-0.27	-0.28	-0.20	-0.14	-0.23	-0.30	-0.12	-0.12	1				
T2_BESSI-LC	-0.41	-0.40	-0.50	-0.43	-0.10	-0.41	-0.45	-0.32	-0.36	0.41	1			
T2_BESSI-DLS	-0.32	-0.28	-0.33	-0.31	-0.07	-0.30	-0.35	-0.17	-0.22	0.62	0.52	1		
T2_BESSI-FS	-0.23	-0.28	-0.34	-0.31	-0.11	-0.29	-0.28	-0.19	-0.20	0.35	0.54	0.45	1	
T2_BESSI_total	-0.33	-0.38	-0.43	-0.36	-0.15	-0.37	-0.42	-0.23	-0.25	0.88	0.71	0.81	0.67	1

Appendix G.7 Correlation tables between outcomes

Appendix *Table 11*. Correlation table for delayed post-test measures

	T3_LS_EV	T3_LS_RV	T3_LS_SR	T3_LS_LC	T3_CELF-EV	T3_BPVS-III	T3_APT_Information	T3_APT-Grammar	T3_YARC_LSK	T3_YARC_EWR-Regular	T3_YARC_EWR-Exception	T3_YARC_SD
T3_LS_EV	1											
T3_LS_RV	0.522	1										
T3_LS_SR	0.482	0.365	1									
T3_LS_LC	0.541	0.418	0.471	1								
T3_CELF-EV	0.682	0.546	0.499	0.501	1							
T3_BPVS-III	0.616	0.515	0.386	0.458	0.664	1						
T3_APT-Information	0.447	0.333	0.266	0.303	0.428	0.446	1					
T3_APT-Grammar	0.489	0.321	0.369	0.327	0.495	0.494	0.735	1				
T3_YARC_LSK	0.249	0.281	0.376	0.208	0.352	0.304	0.207	0.294	1			
T3_YARC_EWR-Regular	0.315	0.311	0.422	0.317	0.423	0.374	0.234	0.331	0.710	1		
T3_YARC_EWR-Exception	0.243	0.146	0.308	0.127	0.304	0.229	0.159	0.241	0.456	0.643	1	
T3_YARC_SD	0.338	0.245	0.427	0.308	0.367	0.360	0.282	0.347	0.437	0.630	0.520	1

Appendix G.8 PACT Training attendance and training survey responses

Appendix Table 12. Participation in the online PACT Lead training in May 2021.

PACT Lead Training	Number of participants in training	Participants who later withdrew
Session on 20th May	29	11
Session on 25th May	26	6
Sent video of training and follow up discussion with developer team	5	0

Appendix Table 13. PACT Lead training survey: ""Following your PACT Lead training how confident do you feel about …?" (n=39)

	Very confident		Fairly confident		Somewhat confident		Slightly confident		Not at all confident	
	n	%	n	%	N	%	n	%	n	%
Confidence for carrying out required administration for PACT	14	35.9%	18	46.2%	4	10.3%	3	7.7%	0	0.0%
Confidence for supporting parents to deliver PACT	11	28.3%	22	56.4%	5	12.8.%	1	2.6%	0	0.0%

Appendix Table 14. PACT Lead Training survey: "To what extent did you find these elements of the PACT Lead Training useful?" (n=39).

	Very useful		Useful		Not very useful		Not at all useful	
	n	%	N	%	n	%	n	%
PACT language programme overview	33	84.6%	6	15.4%	0	0.0%	0	0.0%
Recruiting families to PACT	26	66.7%	12	30.8%	1	2.6%	0	0.0%
Details of the evaluation	24	61.5%	15	38.5%	0	0.0%	0	0.0%
Parent training and support	28	71.8%	11	28.2%	0	0.0%	0	0.0%

Appendix G.9 Process for comparing PACTApp/Record form data with Survey data

We compared this survey data about how many PACT weeks had been completed to the PACTApp/Record form data described above for participants where both data were available. We wanted to see the extent of this difference and the impact it would have on our dosage analysis. To do this, we created a secondary dosage dataset, for each participant taking the highest of the two datapoints (survey weeks completed vs PACTApp/Record form data). As the survey data only showed weekly data this was transformed into a total number of sessions by multiplying the number of weeks with the average number of sessions per week (4.9) across the data set.

As some participants who had completed the survey question had not completed the App or record forms this meant that we had dosage data for more participants using this imputed data. Primary dosage data from 152 participants indicates that families finished on average 98.1 sessions (SD 48.6) or 20.0 weeks (SD 9.6), while for the secondary dosage we use data from 166 participants, and show an average of 21.3 weeks (SD 9.7) or 104.6 sessions (SD 48.6), i.e. 70-71% of the programme. It therefore seems likely that the primary dosage used in the trial may be underestimating the total dosage but by a small amount. It seems unlikely that this would make significant differences to any conclusions especially given the larger margin of error with the imputed field.

Appendix below shows how the dosage information compares between the primary dosage (used above and in the CACE analysis) and the secondary calculated dosage. Primary dosage data from 152 participants indicates that families finished on average 98.1 sessions (SD 48.6) or 20.0 weeks (SD 9.6), while for the secondary dosage we use data from 166 participants, and show an average of 21.3 weeks (SD 9.7) or 104.6 sessions (SD 48.6), i.e. 70-71% of the programme. It therefore seems likely that the primary dosage used in the trial may be underestimating the total dosage but by a small amount. It seems unlikely that this would make significant differences to any conclusions especially given the larger margin of error with the imputed field.

Appendix Table 15. Primary PACT dosage in sessions (range 0-150, with standard deviation) and weeks (range 0-30, with standard deviation) from the Phone App/paper records. Secondary PACT dosage in weeks (range 0-30) consists of the record data and survey responses, whichever is higher. The secondary sessions data is combined from the secondary weekly dosage multiplied by the average number of weekly sessions (4.9) except when the primary session record data is higher.

	Primary dosage (only through PACTApp/Record form data)		Secondary dosage (calculated field based on highest dosage from survey question or PACTApp/Record form data)	
	In sessions	In weeks	In sessions	In weeks
No of records	152	152	166	166
Missing	33	33	19	19
Average	98.1 (max 150)	20.0 (max 30)	104.6 (max 150)	21.3 (max 30)
SD	48.6	9.6	48.6	9.7
% of whole programme	65.4%	66.6%	69.7%	71%

Appendix G.10 Parent report of nursery support for families

Parents/carers were asked in the post intervention survey about how their nursery helped them with PACT during the year using a fixed list of options. **Error! Reference source not found.** shows the number of parents who selected each response (participants could choose multiple responses). Beyond handing out the PACT Packs, the most frequent support parents received was through informal conversations at drop-off and/or pickup time (reported by 49% of parents), through handouts provided (29% of parents) and through offers of support on handing out new PACT packs (19% of parents).

Figure 31. Parent post-intervention survey: "How has your nursery helped you with PACT during the year?" (n=117).

Appendix G.11 The PACT Lead Role

In interviews, PACT Leads described their role in the project as being someone who communicated with parents and with the research teams. Most of their PACT Lead time was taken up by distributing the packs and delivering the required administrative tasks for the research project (including assessments, chasing families to record their progress, and providing the research team with data).

In interviews, around half of interviewees described that the PACT Lead role was important to the PACT programme. PACT Leads felt that it was important to provide families with a familiar and trusted person who can reassure them in their delivery of the programme. They also felt that the PACT Lead was necessary to have a local person to coordinate the delivery of the programme and packs.

> *"Oh yes, definitely. You need somebody to coordinate it. Oh, yes. Because if there was no PACT Lead, the packs would have to be sent straight to the parents' home. […] I think having a PACT Lead in school is a lot easier for parents, because they're face-to-face, and it's somebody that they know and trust."*
>
> (2nd PACT Lead interview)

PACT Leads were asked about the barriers for doing their role as PACT Lead in the interview. While PACT Leads all responded initially that they hadn't had any problems, a few then described issues with staff illness during the programme and assessment period, difficulties with getting hold of working parents to check on progress and the tight schedule of the evaluation especially around recruiting families.

> *"Three of the families, I don't see, because they go to after-school club, and they go to breakfast club. So, in that way it is then hard to get in touch with them, if they have got any difficulties"*
>
> (1st PACT Lead interview)

PACT Leads were very positive about the support provided by the PACT developer team both in the interviews and in the baseline PACT Lead survey. In the survey, all respondents rated the support from the University of Manchester team as good (38.9%) or excellent (61.1%) (n=36) during the family and recruitment stage. Effective communication from the delivery team with the PACT Leads was particularly valued. Beyond the setting up stages of the project the support required by PACT Leads from the delivery team was minimal other than communicating about some aspects of the research e.g. participants withdrawing from the programme.

> *"I do not think we have really needed any support. […] Once you have done the first box really, it is pretty straightforward if you are in the proper routine of it."*
>
> (2nd PACT Lead interview)

PACT Leads thanked the developer team excellent email communications and pointed out that, support was offered:
> *"Those emails […] always have the information, "If you need any help, then please do let us know." So, I know that the help is there."*
>
> (1st PACT Lead interview)

Appendix G.12 Parent Reasons for Taking Part in the Programme

The baseline parent usual practice survey asked parents to choose their top three reasons for taking part in PACT (from a list of 23 options based on what parents told us in the previous PACT project; Q20). Appendix table 11 below shows the number of parents who chose each response).

Appendix Table 16. Parent baseline survey: "What are the top three reasons why you and your family want to take part in PACT?" (n=248).

	Intervention	Control	Total
To encourage my child's early reading skills	58	50	108
To help my child get ready for school	51	49	100
To support my child's general development	44	30	74
To help my child develop a positive attitude to learning	44	40	84
To support my child's communication and speech	32	24	56
To improve my child's attention and behaviour (concentration, listening, sitting still, confidence)	31	17	48
To give my child a love for books	24	22	46
To support my child's language skills	21	14	35
To develop my child's imagination	13	8	21
To increase my understanding about how children learn	7	3	10
To develop my ability to teach my child	5	10	15
To improve the quality of time with my child	4	5	9
My child's nursery said it would help my child	4	1	5
To involve family members in activities around reading	3	2	5
To support my child's numeracy/maths skills	2	5	7
To help my child to tell stories	2	1	3
To improve my child's school results	2	2	4
To spend more time with my child	1	2	3
To get free children's books	1	2	3
To reduce my child's screen time	1	2	3
Other	0	1	1
To get vouchers	0	0	0
To develop a new family routine	0	0	0

Appendix G.13 Nursery Usual Practice with Supporting Home Learning at baseline

Appendix Table 17. PACT Lead baseline survey: "What does the nursery currently do to provide advice, training or activities to help families to support their child's development?" Coded responses (n=36)

Nursery Usual Practice	Number of PACT Leads who mentioned this
Frequent contact (often daily) with parents using a nursery app to share nursery learning	23
Provision of suggestions of activities to do at home	15
Stay and play sessions/open days	13
Parent workshops/information meetings	11
Story books sent home weekly for shared reading	10
Parents evenings	9
Information conversation with parents	7
Weekly activities to do at home	6
Information for parents on school website	5
Lending library for families to borrow books	5
Parent induction meetings	5
Sending home information leaflets	4
Weekly parent events with story/communication focus	4
Shared Rhyme/Word of the week	4
Termly parent events/trips	4
WellComm	4
Speech and Language support	3
Additional activities to do with weekly story books	2
Play bags	1
Daily activities to do at home	1
Home visits	1
Asking parents if they need extra support	1

Appendix G.14 Effect Sizes for EYPP Subgroup analysis

Appendix table 18. Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and stratification variable used for randomisation as covariate for the subgroup eligible for EYPP.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + stratification variable, confidence intervals
Immediate post-test LS latent variable (T2)	Adjusted mean difference	-0.03 (-1.04, 0.99)	-0.04 (-1.04, 0.95)
	ES_conditional*	-0.05 (-0.79, 0.68)	-0.07 (-0.78, 0.64)
	ES_unconditional**	-0.04 (-0.56, 0.48)	-0.04 (-0.56, 0.48)
T2 CELF EV	Adjusted mean difference	0.15 (-2.50, 2.80)	0.00 (-2.56, 2.55)
	ES_conditional*	0.07 (-0.57, 0.71)	0.03 (-0.61, 0.66)
	ES_unconditional**	0.05 (-0.46, 0.56)	0.02 (-0.49, 0.53)
T2 BPVS	Adjusted mean difference	3.61 (-3.32, 10.54)	3.54 (-3.41, 10.49)
	ES_conditional*	0.25 (-0.40, 0.91)	0.25 (-0.41, 0.90)
	ES_unconditional**	0.20 (-0.28, 0.68)	0.19 (-0.29, 0.67)
T2 APT Information	Adjusted mean difference	0.33 (-2.22, 2.89)	0.31 (-2.26, 2.88)
	ES_conditional*	0.12 (-0.56, 0.81)	0.13 (-0.55, 0.81)
	ES_unconditional**	0.11 (-0.40, 0.61)	0.11 (-0.40, 0.62)
T2 APT Grammar	Adjusted mean difference	2.28 (-0.18, 4.74)	2.24 (-0.22, 4.71)
	ES_conditional*	0.45 (-0.39, 1.30)	0.44 (-0.4, 1.28)
	ES_unconditional**	0.36 (-0.14, 0.87)	0.35 (-0.15, 0.86)
BESSI BA	Adjusted mean difference	-1.25 (-3.18, 0.68)	-1.18 (-3.09, 0.72)
	ES_conditional*	-0.49 (-1.24, 0.25)	-0.54 (-1.27, 0.19)
	ES_unconditional**	-0.49 (-1.08, 0.10)	-0.52 (-1.11, 0.07)
BESSI LC	Adjusted mean difference	-0.49 (-1.23, 0.25)	-0.46 (-1.19, 0.26)
	ES_conditional*	-0.34 (-1.02, 0.34)	-0.35 (-1.03, 0.33)
	ES_unconditional**	-0.30 (-0.85, 0.24)	-0.30 (-0.85, 0.25)
BESSI DLS	Adjusted mean difference	-0.60 (-1.45, 0.25)	-0.57 (-1.40, 0.26)
	ES_conditional*	-0.43 (-1.31, 0.45)	-0.49 (-1.35, 0.36)
	ES_unconditional**	-0.43 (-1.02, 0.16)	-0.47 (-1.06, 0.12)
BESSI FS	Adjusted mean difference	-0.31 (-1.22, 0.59)	-0.29 (-1.20, 0.61)
	ES_conditional*	-0.30 (-0.98, 0.37)	-0.30 (-0.98, 0.38)
	ES_unconditional**	-0.29 (-0.89, 0.32)	-0.29 (-0.90, 0.32)
BESSI Total	Adjusted mean difference	-2.66 (-6.21, 0.90)	-2.51 (-5.98, 0.97)
	ES_conditional*	-0.56 (-1.30, 0.19)	-0.62 (-1.36, 0.12)
	ES_unconditional**	-0.53 (-1.13, 0.07)	-0.56 (-1.17, 0.04)
T2 LS EV	Adjusted mean difference	-0.79 (-2.40, 0.83)	-0.81 (-2.42, 0.81)
	ES_conditional*	-0.27 (-0.97, 0.43)	-0.27 (-0.93, 0.39)
	ES_unconditional**	-0.21 (-0.73, 0.31)	-0.20 (-0.73, 0.32)
T2 LS RV	Adjusted mean difference	-0.18 (-1.66, 1.29)	-0.19 (-1.68, 1.29)
	ES_conditional*	-0.12 (-0.74, 0.51)	-0.12 (-0.75, 0.51)
	ES_unconditional**	-0.10 (-0.67, 0.47)	-0.10 (-0.68, 0.47)
T2 LS LC	Adjusted mean difference	0.19 (-1.37, 1.76)	0.17 (-1.38, 1.72)
	ES_conditional*	0.00 (-0.72, 0.71)	-0.01 (-0.72, 0.69)

Appendix G.14 Effect sizes for EYPP subgroup analysis

	ES_unconditional**	0.00 (-0.50, 0.49)	-0.01 (-0.50, 0.48)
T2 LS SR	Adjusted mean difference	0.94 (-0.55, 2.43)	0.79 (-0.80, 2.33)
	ES_conditional*	0.27 (-0.39, 0.92)	0.27 (-0.38, 0.91)
	ES_unconditional**	0.20 (-0.31, 0.72)	0.20 (-0.31, 0.72)

For "HLE 2" outcome, the model with pre-test and stratification variable does not converge: Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects.

Appendix table 19: Analysis for delayed post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and stratification variable used for randomisation as covariate for the subgroup eligible for EYPP.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + stratification variable, confidence intervals
Delayed post-test latent LS variable (T3)	Adjusted mean difference	-0.01 (-0.99, 0.96)	-0.07 (-1.04, 0.90)
	ES_conditional*	-0.01 (-0.62, 0.60)	-0.04 (-0.65, 0.58)
	ES_unconditional**	-0.01 (-0.53, 0.52)	-0.03 (-0.55, 0.50)
T3 CELF EV	Adjusted mean difference	-0.51 (-3.04, 2.03)	-0.60 (-3.10, 1.90)
	ES_conditional*	-0.11 (-0.71, 0.48)	-0.13 (-0.72, 0.46)
	ES_unconditional**	-0.09 (-0.60, 0.42)	-0.10 (-0.62, 0.41)
T3 BPVS	Adjusted mean difference	4.59 (-0.77, 9.94)	4.57 (-0.82, 9.96)
	ES_conditional*	0.45 (-0.25, 1.14)	0.44 (-0.25, 1.14)
	ES_unconditional**	0.34 (-0.15, 0.84)	0.34 (-0.15, 0.84)
T3 APT Information	Adjusted mean difference	1.00 (-0.95, 2.95)	0.99 (-0.99, 2.96)
	ES_conditional*	0.22 (-0.43, 0.87)	0.22 (-0.43, 0.87)
	ES_unconditional**	0.17 (-0.38, 0.72)	0.17 (-0.38, 0.72)
T3 APT Grammar	Adjusted mean difference	-0.40 (-2.75, 1.94)	-0.53 (-2.88, 1.81)
	ES_conditional*	-0.13 (-0.79, 0.53)	-0.15 (-0.83, 0.52)
	ES_unconditional**	-0.10 (-0.66, 0.46)	-0.12 (-0.68, 0.45)
YARC LSK	Adjusted mean difference	0.21 (-1.05, 1.48)	0.19 (-1.08, 1.47)
	ES_conditional*	0.21 (-0.36, 0.78)	0.21 (-0.37, 0.78)
	ES_unconditional**	0.18 (-0.41, 0.77)	0.18 (-0.42, 0.77)
YARC EWR	Adjusted mean difference	0.14 (-2.98, 3.25)	0.13 (-3.02, 3.29)
	ES_conditional*	0.03 (-0.59, 0.65)	0.03 (-0.59, 0.65)
	ES_unconditional**	0.02 (-0.55, 0.59)	0.02 (-0.55, 0.59)
YARC SD	Adjusted mean difference	-0.31 (-1.44, 0.82)	-0.24 (-1.37, 0.88)
	ES_conditional*	-0.14 (-0.76, 0.48)	-0.11 (-0.75, 0.52)
	ES_unconditional**	-0.12 (-0.62, 0.38)	-0.10 (-0.60, 0.41)
T3 LS EV	Adjusted mean difference	0.07 (-1.34, 1.48)	0.00 (-1.42, 1.41)
	ES_conditional*	0.03 (-0.58, 0.63)	0.00 (-0.60, 0.61)
	ES_unconditional**	0.02 (-0.54, 0.58)	0.00 (-0.56, 0.56)
T3 LS RV	Adjusted mean difference	0.49 (-0.71, 1.68)	0.40 (-0.78, 1.57)
	ES_conditional*	0.21 (-0.41, 0.82)	0.17 (-0.45, 0.79)
	ES_unconditional**	0.17 (-0.36, 0.70)	0.14 (-0.39, 0.67)
T3 LS LC	Adjusted mean difference	-0.45 (-2.06, 1.17)	-0.50 (-2.12, 1.12)
	ES_conditional*	-0.14 (-0.76, 0.47)	-0.16 (-0.77, 0.45)
	ES_unconditional**	-0.13 (-0.63, 0.37)	-0.14 (-0.64, 0.35)

Appendix G.14 Effect sizes for EYPP subgroup analysis

T3 LS SR	Adjusted mean difference	0.03 (-1.48, 1.54)	0.05 (-1.48, 1.57)
	ES_conditional*	0.01 (-0.60, 0.62)	0.03 (-0.60, 0.66)
	ES_unconditional**	0.01 (-0.49, 0.51)	0.03 (-0.47, 0.52)

Appendix G.15 Sensitivity Analyses Effect Sizes

Additional intervention in reception (full sample)

Appendix table 20: Analysis for delayed post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and 'additional intervention' variable used for additional analysis as covariate.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + additional variable, confidence intervals
Delayed post-test latent LS variable (T3)	Adjusted mean difference	0.24 (-0.13, 0.61)	0.25 (-0.13, 0.62)
	ES_conditional*	0.14 (-0.08, 0.36)	0.14 (-0.07, 0.36)
	ES_unconditional**	0.09 (-0.14, 0.33)	0.10 (-0.14, 0.33)
T3 CELF EV	Adjusted mean difference	-0.13 (-1.13, 0.86)	-0.12 (-1.12, 0.87)
	ES_conditional*	-0.04 (-0.25, 0.17)	-0.03 (-0.25, 0.18)
	ES_unconditional**	-0.03 (-0.27, 0.22)	-0.02 (-0.27, 0.22)
T3 BPVS	Adjusted mean difference	-0.54 (-2.83, 1.75)	-0.43 (-2.72, 1.86)
	ES_conditional*	-0.04 (-0.26, 0.17)	-0.03 (-0.24, 0.18)
	ES_unconditional**	-0.03 (-0.30, 0.24)	-0.02 (-0.29, 0.25)
T3 APT Information	Adjusted mean difference	0.26 (-0.74, 1.26)	0.25 (-0.76, 1.25)
	ES_conditional*	0.05 (-0.19, 0.29)	0.04 (-0.20, 0.29)
	ES_unconditional**	0.04 (-0.19, 0.28)	0.04 (-0.20, 0.28)
T3 APT Grammar	Adjusted mean difference	-0.71 (-1.76, 0.34)	-0.71 (-1.76, 0.35)
	ES_conditional*	-0.15 (-0.38, 0.08)	-0.15 (-0.38, 0.08)
	ES_unconditional**	-0.13 (-0.37, 0.11)	-0.13 (-0.37, 0.11)
YARC LSK	Adjusted mean difference	0.18 (-0.30, 0.65)	0.20 (-0.26, 0.66)
	ES_conditional*	0.06 (-0.15, 0.26)	0.08 (-0.12, 0.27)
	ES_unconditional**	0.05 (-0.25, 0.36)	0.07 (-0.24, 0.37)
YARC EWR Regular	Adjusted mean difference	0.51 (-0.26, 1.28)	0.55 (-0.20, 1.29)
	ES_conditional*	0.14 (-0.06, 0.34)	0.15 (-0.04, 0.35)
	ES_unconditional**	0.12 (-0.17, 0.41)	0.13 (-0.16, 0.42)
YARC EWR Exception	Adjusted mean difference	0.26 (-0.52, 1.05)	0.27 (-0.51, 1.06)
	ES_conditional*	0.07 (-0.17, 0.30)	0.07 (-0.16, 0.30)
	ES_unconditional**	0.06 (-0.20, 0.32)	0.07 (-0.19, 0.32)
YARC SD	Adjusted mean difference	-0.26 (-0.75, 0.24)	-0.25 (-0.74, 0.24)
	ES_conditional*	-0.12 (-0.35, 0.11)	-0.11 (-0.34, 0.12)
	ES_unconditional**	-0.11 (-0.35, 0.14)	-0.10 (-0.35, 0.15)
T3 LS EV	Adjusted mean difference	0.36 (-0.22, 0.93)	0.37 (-0.21, 0.94)
	ES_conditional*	0.13 (-0.08, 0.35)	0.14 (-0.08, 0.36)
	ES_unconditional**	0.10 (-0.15, 0.35)	0.10 (-0.15, 0.35)
T3 LS LC	Adjusted mean difference	0.17 (-0.47, 0.82)	0.19 (-0.44, 0.82)
	ES_conditional*	0.05 (-0.17, 0.27)	0.06 (-0.16, 0.28)
	ES_unconditional**	0.05 (-0.18, 0.28)	0.05 (-0.18, 0.28)
T3 LS SR	Adjusted mean difference	0.26 (-0.26, 0.78)	0.26 (-0.26, 0.78)
	ES_conditional*	0.12 (-0.09, 0.34)	0.12 (-0.09, 0.34)
	ES_unconditional**	0.10 (-0.15, 0.36)	0.10 (-0.15, 0.36)

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

For "T3 LS RV", the model with pre-test and additional variable does not converge: Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects.

Additional Intervention (EYPP subgroup)

Appendix table 21: Analysis for delayed post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and 'additional intervention' variable used for additional analysis as covariate <u>for the subgroup eligible for EYPP</u>.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + additional variable, confidence intervals
Delayed post-test latent LS variable (T3)	Adjusted mean difference	-0.01 (-0.99, 0.96)	0.01 (-0.98, 1.00)
	ES_conditional*	-0.01 (-0.62, 0.60)	0.01 (-0.61, 0.62)
	ES_unconditional**	-0.01 (-0.53, 0.52)	0.00 (-0.52, 0.53)
T3 CELF EV	Adjusted mean difference	-0.51 (-3.04, 2.03)	-0.24 (-2.77, 2.29)
	ES_conditional*	-0.11 (-0.71, 0.48)	-0.05 (-0.64, 0.53)
	ES_unconditional**	-0.09 (-0.60, 0.42)	-0.04 (-0.55, 0.47)
T3 BPVS	Adjusted mean difference	4.59 (-0.77, 9.94)	5.13 (-0.18, 10.44)
	ES_conditional*	0.45 (-0.25, 1.14)	0.48 (-0.13, 1.08)
	ES_unconditional**	0.34 (-0.15, 0.84)	0.36 (-0.14, 0.86)
T3 APT Information	Adjusted mean difference	1.00 (-0.95, 2.95)	0.91 (-1.05, 2.87)
	ES_conditional*	0.22 (-0.43, 0.87)	0.20 (-0.46, 0.86)
	ES_unconditional**	0.17 (-0.38, 0.72)	0.16 (-0.39, 0.71)
T3 APT Grammar	Adjusted mean difference	-0.40 (-2.75, 1.94)	-0.33 (-2.70, 2.04)
	ES_conditional*	-0.13 (-0.79, 0.53)	-0.13 (-0.78, 0.52)
	ES_unconditional**	-0.10 (-0.66, 0.46)	-0.10 (-0.66, 0.46)
YARC LSK	Adjusted mean difference	0.21 (-1.05, 1.48)	0.31 (-0.95, 1.57)
	ES_conditional*	0.21 (-0.36, 0.78)	0.23 (-0.35, 0.82)
	ES_unconditional**	0.18 (-0.41, 0.77)	0.20 (-0.40, 0.79)
YARC EWR	Adjusted mean difference	0.14 (-2.98, 3.25)	0.53 (-2.46, 3.52)
	ES_conditional*	0.03 (-0.59, 0.65)	0.09 (-0.53, 0.71)
	ES_unconditional**	0.02 (-0.55, 0.59)	0.07 (-0.50, 0.64)
YARC SD	Adjusted mean difference	-0.31 (-1.44, 0.82)	-0.22 (-1.35, 0.90)
	ES_conditional*	-0.14 (-0.76, 0.48)	-0.10 (-0.72, 0.51)
	ES_unconditional**	-0.12 (-0.62, 0.38)	-0.09 (-0.59, 0.42)
T3 LS EV	Adjusted mean difference	0.07 (-1.34, 1.48)	0.13 (-1.29, 1.55)
	ES_conditional*	0.03 (-0.58, 0.63)	0.05 (-0.55, 0.65)
	ES_unconditional**	0.02 (-0.54, 0.58)	0.04 (-0.52, 0.60)
T3 LS RV	Adjusted mean difference	0.49 (-0.71, 1.68)	0.49 (-0.72, 1.70)
	ES_conditional*	0.21 (-0.41, 0.82)	0.21 (-0.41, 0.82)
	ES_unconditional**	0.17 (-0.36, 0.70)	0.17 (-0.36,0.70)
T3 LS LC	Adjusted mean difference	-0.45 (-2.06, 1.17)	-0.25 (-1.84, 1.33)
	ES_conditional*	-0.14 (-0.76, 0.47)	-0.08 (-0.70, 0.53)
	ES_unconditional**	-0.13 (-0.63, 0.37)	-0.07 (-0.57, 0.43)
T3 LS SR	Adjusted mean difference	0.03 (-1.48, 1.54)	0.01 (-1.51, 1.54)
	ES_conditional*	0.01 (-0.60, 0.62)	0.00 (-0.61, 0.62)
	ES_unconditional**	0.01 (-0.49, 0.51)	0.00 (-0.49, 0.50)

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

Contamination analysis (full sample - immediate post-test)

Appendix table 22: Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and contamination analysis for the model without parents in the control group who has seen or used the PACT materials.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Contamination analysis of effect size (ES) for model with pre-test, confidence intervals
T2 LS latent variable	Adjusted mean difference	0.08 (-0.33, 0.49)	0.03 (-0.36, 0.42)
	ES_conditional*	0.05 (-0.20, 0.29)	0.02 (-0.23, 0.28)
	ES_unconditional**	0.03 (-0.23, 0.28)	0.01 (-0.25, 0.27)
T2 HLE	Adjusted mean difference	-0.67 (-2.61, 1.27)	-0.35 (-2.48, 1.78)
	ES_conditional*	-0.10 (-0.40, 0.21)	-0.05 (-0.39, 0.29)
	ES_unconditional**	-0.07 (-0.35, 0.21)	-0.03 (-0.34, 0.27)
T2 CELF EV	Adjusted mean difference	0.23 (-0.81, 1.28)	0.25 (-0.86, 1.35)
	ES_conditional*	0.05 (-0.16, 0.25)	0.05 (-0.17, 0.27)
	ES_unconditional**	0.03 (-0.22, 0.29)	0.03 (-0.23, 0.29)
T2 BPVS	Adjusted mean difference	1.92 (-1.18, 5.07)	1.84 (-1.07, 4.76)
	ES_conditional*	0.15 (-0.10, 0.41)	0.15 (-0.10, 0.40)
	ES_unconditional**	0.11 (-0.14, 0.36)	0.11 (-0.14, 0.37)
T2 APT Information	Adjusted mean difference	-0.03 (-1.18, 1.17)	0.06 (-1.04, 1.16)
	ES_conditional*	-0.01 (-0.25, 0.23)	0.01 (-0.23, 0.25)
	ES_unconditional**	-0.01 (-0.26, 0.25)	0.01 (-0.26, 0.27)
T2 APT Grammar	Adjusted mean difference	0.05 (-1.22, 1.34)	0.08 (-1.07, 1.22)
	ES_conditional*	0.01 (-0.24, 0.26)	0.01 (-0.24, 0.27)
	ES_unconditional**	0.01 (-0.24, 0.25)	0.01 (-0.24, 0.26)
BESSI BA	Adjusted mean difference	-0.39 (-1.17, 0.40)	-0.51 (-1.17, 0.15)
	ES_conditional*	-0.14 (-0.42, 0.14)	-0.17 (-0.46, 0.12)
	ES_unconditional**	-0.14 (-0.40, 0.13)	-0.17 (-0.43, 0.10)
BESSI LC	Adjusted mean difference	-0.13 (-0.35, 0.09)	-0.17 (-0.42, 0.08)
	ES_conditional*	-0.12 (-0.33, 0.09)	-0.16 (-0.38, 0.06)
	ES_unconditional**	-0.11 (-0.37, 0.15)	-0.14 (-0.41, 0.13)
BESSI DLS	Adjusted mean difference	-0.15 (-0.40, 0.09)	-0.20 (-0.47, 0.06)
	ES_conditional*	-0.14 (-0.36, 0.09)	-0.18 (-0.41, 0.06)
	ES_unconditional**	-0.13 (-0.38, 0.12)	-0.16 (-0.41, 0.09)
BESSI FS	Adjusted mean difference	-0.15 (-0.44, 0.15)	-0.22 (-0.51, 0.06)
	ES_conditional*	-0.12 (-0.38, 0.13)	-0.19 (-0.46, 0.07)
	ES_unconditional**	-0.12 (-0.4, 0.16)	-0.18 (-0.47, 0.11)
BESSI Total	Adjusted mean difference	-0.77 (-1.9, 0.37)	-1.11 (-2.21, 0.00)
	ES_conditional*	-0.16 (-0.41, 0.08)	-0.22 (-0.47, 0.03)
	ES_unconditional**	-0.15 (-0.43, 0.13)	-0.20 (-0.49, 0.08)
T2 LS EV	Adjusted mean difference	0.40 (-0.16, 0.97)	0.35 (-0.27, 0.97)
	ES_conditional*	0.15 (-0.06, 0.35)	0.13 (-0.35, 0.13)
	ES_unconditional**	0.10 (-0.15, 0.34)	0.08 (-0.17, 0.34)
T2 LS RV	Adjusted mean difference	-0.17 (-0.79, 0.45)	-0.30 (-0.92, 0.33)
	ES_conditional*	-0.06 (-0.29, 0.17)	-0.11 (-0.35, 0.13)
	ES_unconditional**	-0.05 (-0.29, 0.19)	-0.08 (-0.33, 0.16)
T2 LS LC	Adjusted mean difference	-0.12 (-0.87, 0.62)	-0.12 (-0.80, 0.57)

	ES_conditional*	-0.04 (-0.29, 0.21)	-0.04 (-0.30, 0.22)
	ES_unconditional**	-0.03 (-0.29, 0.23)	-0.03 (-0.30, 0.24)
T2 LS SR	Adjusted mean difference	-0.02 (-0.65, 0.61)	-0.09 (-0.71, 0.54)
	ES_conditional*	-0.01 (-0.24, 0.22)	-0.02 (-0.26, 0.22)
	ES_unconditional**	-0.01 (-0.28, 0.26)	-0.01 (-0.29, 0.26)

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

Contamination analysis (EYPP subgroup – immediate post-test)

Appendix table 23: Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and contamination analysis for the model without parents in the control group who has seen or used the PACT materials for the subgroup eligible for EYPP.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Contamination analysis of effect size (ES) for model with pre-test, confidence intervals
T2 LS latent variable	Adjusted mean difference	-0.03 (-1.04, 0.99)	-0.14 (-1.28, 0.99)
	ES_conditional*	-0.05 (-0.79, 0.68)	-0.07 (-0.63, 0.49)
	ES_unconditional**	-0.04 (-0.56, 0.48)	-0.05 (-0.61, 0.52)
T2 CELF EV	Adjusted mean difference	0.15 (-2.50, 2.80)	0.13 (-2.82, 3.07)
	ES_conditional*	0.07 (-0.57, 0.71)	-0.02 (-0.59, 0.55)
	ES_unconditional**	0.05 (-0.46, 0.56)	-0.02 (-0.59, 0.55)
T2 BPVS	Adjusted mean difference	3.61 (-3.32, 10.54)	2.99 (-5.32. 11.31)
	ES_conditional*	0.25 (-0.40, 0.91)	0.19 (-0.44, 0.82)
	ES_unconditional**	0.20 (-0.28, 0.68)	0.16 (-0.36, 0.68)
T2 APT Information	Adjusted mean difference	0.33 (-2.22, 2.89)	1.08 (-1.50, 3.65)
	ES_conditional*	0.12 (-0.56, 0.81)	0.23 (-0.43, 0.89)
	ES_unconditional**	0.11 (-0.40, 0.61)	0.19 (-0.35, 0.73)
BESSI BA	Adjusted mean difference	-1.25 (-3.18, 0.68)	-1.87 (-3.98, 0.25)
	ES_conditional*	-0.49 (-1.24, 0.25)	-0.59 (-1.40, 0.22)
	ES_unconditional**	-0.49 (-1.08, 0.10)	-0.58 (-1.18, 0.02)
BESSI LC	Adjusted mean difference	-0.49 (-1.23, 0.25)	-0.68 (-1.50, 0.14)
	ES_conditional*	-0.34 (-1.02, 0.34)	-0.46 (-1.22, 0.29)
	ES_unconditional**	-0.30 (-0.85, 0.24)	-0.41 (-1.00, 0.18)
BESSI DLS	Adjusted mean difference	-0.60 (-1.45, 0.25)	-0.84 (-1.72, 0.04)
	ES_conditional*	-0.43 (-1.31, 0.45)	-0.63 (-1.58, 0.32)
	ES_unconditional**	-0.43 (-1.02, 0.16)	-0.60 (-1.19, -0.01)
BESSI FS	Adjusted mean difference	-0.31 (-1.22, 0.59)	-0.55 (-1.56, 0.45)
	ES_conditional*	-0.30 (-0.98, 0.37)	-0.43 (-1.16, 0.31)
	ES_unconditional**	-0.29 (-0.89, 0.32)	-0.41 (-1.05, 0.23)
BESSI Total	Adjusted mean difference	-2.66 (-6.21, 0.90)	-3.94 (-7.80, -0.08)
	ES_conditional*	-0.56 (-1.30, 0.19)	-0.70 (-1.55, 0.15)
	ES_unconditional**	-0.53 (-1.13, 0.07)	-0.65 (-1.28, -0.02)
T2 LS EV	Adjusted mean difference	-0.79 (-2.40, 0.83)	-1.20 (-2.93, 0.53)
	ES_conditional*	-0.27 (-0.97, 0.43)	-0.44 (-1.08, 0.21)
	ES_unconditional**	-0.21 (-0.73, 0.31)	-0.34 (-0.90, 0.21)
T2 LS RV	Adjusted mean difference	-0.18 (-1.66, 1.29)	-0.51 (-2.21, 1.18)
	ES_conditional*	-0.12 (-0.74, 0.51)	-0.13 (-0.75, 0.49)
	ES_unconditional**	-0.10 (-0.67, 0.47)	-0.10 (-0.67, 0.47)
T2 LS LC	Adjusted mean difference	0.19 (-1.37, 1.76)	0.24 (-1.50, 1.98)
	ES_conditional*	0.00 (-0.72, 0.71)	0.03 (-0.66, 0.71)
	ES_unconditional**	0.00 (-0.50, 0.49)	0.02 (-0.53, 0.57)
T2 LS SR	Adjusted mean difference	0.94 (-0.55, 2.43)	1.38 (-0.14, 2.91)

		0.27 (-0.39, 0.92)	0.56 (-0.31, 1.44)
	ES_conditional*	0.27 (-0.39, 0.92)	0.56 (-0.31, 1.44)
	ES_unconditional**	0.20 (-0.31, 0.72)	0.40 (-0.17, 0.98)

**Unconditional model is included in the report as the main analyses
*Conditional model is done as sensitivity analysis

For "T2 HLE", the model without parents in the control group who has seen or used the PACT materials were probably unidentifiable: number of observations (=23) <= number of random effects (=30) for term (1 + trt | cluster); the random-effects parameters and the residual variance (or scale parameter) are probably unidentifiable.

For "T2 Grammar" outcome, the model without parents in the control group who has seen or used the PACT materials does not converge: Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects.

Contamination analysis (Full sample – delayed post-test)

Appendix table 24: Analysis for delayed post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and contamination analysis for the model without parents in the control group who has seen or used the PACT materials.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Contamination analysis of effect size (ES) for model with pre-test, confidence intervals
Delayed post-test latent LS variable (T3)	Adjusted mean difference	0.24 (-0.13, 0.61)	0.24 (-0.15, 0.63)
	ES_conditional*	0.14 (-0.08, 0.36)	0.14 (-0.09, 0.37)
	ES_unconditional**	0.09 (-0.14, 0.33)	0.09 (-0.15, 0.34)
T3 CELF EV	Adjusted mean difference	-0.13 (-1.13, 0.86)	-0.15 (-1.20, 0.90)
	ES_conditional*	-0.04 (-0.25, 0.17)	-0.04 (-0.27, 0.18)
	ES_unconditional**	-0.03 (-0.27, 0.22)	-0.03 (-0.28, 0.22)
T3 BPVS	Adjusted mean difference	-0.54 (-2.83, 1.75)	-0.93 (-3.39, 1.52)
	ES_conditional*	-0.04 (-0.26, 0.17)	-0.08 (-0.30, 0.14)
	ES_unconditional**	-0.03 (-0.30, 0.24)	-0.06 (-0.34, 0.22)
T3 APT Information	Adjusted mean difference	0.26 (-0.74, 1.26)	0.77 (-0.29, 1.83)
	ES_conditional*	0.05 (-0.19, 0.29)	0.16 (-0.10, 0.42)
	ES_unconditional**	0.04 (-0.19, 0.28)	0.14 (-0.09, 0.37)
T3 APT Grammar	Adjusted mean difference	-0.71 (-1.76, 0.34)	-0.55 (-1.66, 0.57)
	ES_conditional*	-0.15 (-0.38, 0.08)	-0.11 (-0.35, 0.12)
	ES_unconditional**	-0.13 (-0.37, 0.11)	-0.10 (-0.33, 0.14)
YARC LSK	Adjusted mean difference	0.18 (-0.30, 0.65)	0.18 (-0.32, 0.69)
	ES_conditional*	0.06 (-0.15, 0.26)	0.09 (-0.13, 0.30)
	ES_unconditional**	0.05 (-0.25, 0.36)	0.08 (-0.24, 0.40)
YARC EWR	Adjusted mean difference	0.78 (-0.62, 2.17)	0.62 (-0.86, 2.11)
	ES_conditional*	0.12 (-0.08, 0.32)	0.12 (-0.09, 0.33)
	ES_unconditional**	0.11 (-0.17, 0.39)	0.11 (-0.18, 0.39)
YARC SD	Adjusted mean difference	-0.26 (-0.75, 0.24)	-0.29 (-0.82, 0.24)
	ES_conditional*	-0.12 (-0.35, 0.11)	-0.13 (-0.37, 0.11)
	ES_unconditional**	-0.11 (-0.35, 0.14)	-0.12 (-0.37, 0.14)
T3 LS EV	Adjusted mean difference	0.36 (-0.22, 0.93)	0.40 (-0.21, 1.00)
	ES_conditional*	0.13 (-0.08, 0.35)	0.15 (-0.08, 0.38)
	ES_unconditional**	0.10 (-0.15, 0.35)	0.11 (-0.15, 0.37)
T3 LS RV	Adjusted mean difference	-0.02 (-0.54, 0.51)	-0.10 (-0.66, 0.47)
	ES_conditional*	-0.06 (-0.32, 0.20)	-0.07 (-0.33, 0.18)
	ES_unconditional**	-0.05 (-0.28, 0.18)	-0.06 (-0.31, 0.18)
T3 LS LC	Adjusted mean difference	0.17 (-0.47, 0.82)	0.14 (-0.52, 0.80)
	ES_conditional*	0.05 (-0.17, 0.27)	0.05 (-0.18, 0.28)
	ES_unconditional**	0.05 (-0.18, 0.28)	0.04 (-0.20, 0.29)
T3 LS SR	Adjusted mean difference	0.26 (-0.26, 0.78)	0.30 (-0.24, 0.85)
	ES_conditional*	0.12 (-0.09, 0.34)	0.15 (-0.07, 0.37)
	ES_unconditional**	0.10 (-0.15, 0.36)	0.12 (-0.14, 0.39)

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

Contamination analysis (EYPP subgroup – delayed post-test)

Appendix table 25: Analysis for delayed post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and contamination analysis for the model without parents in the control group who has seen or used the PACT materials for the subgroup eligible for EYPP.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Contamination analysis of effect size (ES) for model with pre-test, confidence intervals
Delayed post-test latent LS variable (T3)	Adjusted mean difference	-0.01 (-0.99, 0.96)	0.11 (-0.97, 1.18)
	ES_conditional*	-0.01 (-0.62, 0.60)	0.05 (-0.59, 0.70)
	ES_unconditional**	-0.01 (-0.53, 0.52)	0.04 (-0.53, 0.61)
T3 CELF EV	Adjusted mean difference	-0.51 (-3.04, 2.03)	-0.68 (-3.34, 1.98)
	ES_conditional*	-0.11 (-0.71, 0.48)	-0.16 (-0.79, 0.48)
	ES_unconditional**	-0.09 (-0.60, 0.42)	-0.12 (-0.70, 0.45)
T3 APT Grammar	Adjusted mean difference	-0.40 (-2.75, 1.94)	-0.45 (-3.03, 2.12)
	ES_conditional*	-0.13 (-0.79, 0.53)	-0.13 (-0.83, 0.57)
	ES_unconditional**	-0.10 (-0.66, 0.46)	-0.10 (-0.68, 0.48)
YARC LSK	Adjusted mean difference	0.21 (-1.05, 1.48)	0.44 (-0.97, 1.85)
	ES_conditional*	0.21 (-0.36, 0.78)	0.31 (-0.32, 0.94)
	ES_unconditional**	0.18 (-0.41, 0.77)	0.27 (-0.35, 0.89)
YARC EWR	Adjusted mean difference	0.14 (-2.98, 3.25)	0.21 (-3.26, 3.67)
	ES_conditional*	0.03 (-0.59, 0.65)	0.03 (-0.63, 0.68)
	ES_unconditional**	0.02 (-0.55, 0.59)	0.02 (-0.57, 0.61)
YARC SD	Adjusted mean difference	-0.31 (-1.44, 0.82)	-0.42 (-1.68, 0.84)
	ES_conditional*	-0.14 (-0.76, 0.48)	-0.19 (-0.83, 0.46)
	ES_unconditional**	-0.12 (-0.62, 0.38)	-0.16 (-0.70, 0.38)
T3 LS EV	Adjusted mean difference	0.07 (-1.34, 1.48)	0.12 (-1.43, 1.66)
	ES_conditional*	0.03 (-0.58, 0.63)	0.08 (-0.58, 0.74)
	ES_unconditional**	0.02 (-0.54, 0.58)	0.07 (-0.54, 0.67)
T3 LS RV	Adjusted mean difference	0.49 (-0.71, 1.68)	0.46 (-0.88, 1.79)
	ES_conditional*	0.21 (-0.41, 0.82)	0.20 (-0.46, 0.85)
	ES_unconditional**	0.17 (-0.36, 0.70)	0.16 (-0.41, 0.72)
T3 LS LC	Adjusted mean difference	-0.45 (-2.06, 1.17)	-0.24 (-1.98, 1.51)
	ES_conditional*	-0.14 (-0.76, 0.47)	-0.07 (-0.72, 0.57)
	ES_unconditional**	-0.13 (-0.63, 0.37)	-0.07 (-0.60, 0.47)
T3 LS SR	Adjusted mean difference	0.03 (-1.48, 1.54)	0.24 (-1.35, 1.83)
	ES_conditional*	0.01 (-0.60, 0.62)	0.08 (-0.56, 0.73)
	ES_unconditional**	0.01 (-0.49, 0.51)	0.07 (-0.47, 0.61)

**Unconditional model is included in the report as the main analyses
*Conditional model is done as sensitivity analysis

For "T3 BPVS" and "T3 APT Information" outcome, the model without parents in the control group who has seen or used the PACT materials does not converge: Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects.

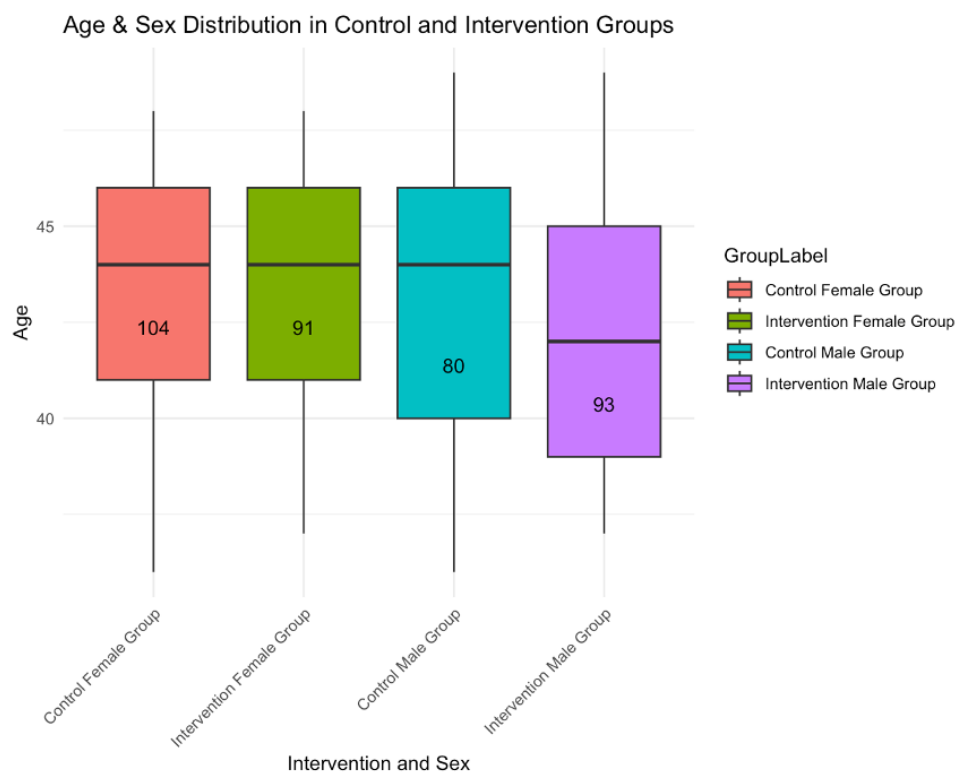**Age adjustment analysis (Full sample - immediate post-test)**

Figure 32. Age distribution in the Intervention and Sex Group

Appendix Table 26. Correlation table for age and baseline measures

	T1_LS_Age_months	T1_LS-EV_raw_score	T1_LS-RV_raw_score	T1_LS-SR_raw_score	T1_LS-LC_raw_score	T1_HLE
T1_LS_Age_months	1.00					
T1_LS-EV_raw_score	0.36	1.00				
T1_LS-RV_raw_score	0.34	0.71	1.00			
T1_LS-SR_raw_score	0.35	0.64	0.57	1.00		
T1_LS-LC_raw_score	0.39	0.64	0.56	0.67	1.00	
T1_HLE	0.01	0.14	0.17	0.16	0.18	1.00

Appendix table 27: Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and age variable used for age adjustment analysis as covariate.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + Age variable, confidence intervals
T2 LS latent variable	Adjusted mean difference	0.08 (-0.33, 0.49)	0.08 (-0.28, 0.45)
	ES_conditional*	0.05 (-0.20, 0.29)	0.05 (-0.19, 0.30)
	ES_unconditional**	0.03 (-0.23, 0.28)	0.03 (-0.23, 0.28)
T2 HLE	Adjusted mean difference	-0.67 (-2.61, 1.27)	-0.47 (-2.46, 1.51)
	ES_conditional*	-0.10 (-0.40, 0.21)	-0.07 (-0.37, 0.23)
	ES_unconditional**	-0.07 (-0.35, 0.21)	-0.05 (-0.33, 0.23)
T2 CELF EV	Adjusted mean difference	0.23 (-0.81, 1.28)	0.27 (-0.79, 1.32)
	ES_conditional*	0.05 (-0.16, 0.25)	0.06 (-0.15, 0.27)
	ES_unconditional**	0.03 (-0.22, 0.29)	0.04 (-0.21, 0.29)
T2 BPVS	Adjusted mean difference	1.92 (-1.18, 5.07)	2.54 (-0.16, 5.24)
	ES_conditional*	0.15 (-0.10, 0.41)	0.21 (-0.02, 0.44)
	ES_unconditional**	0.11 (-0.14, 0.36)	0.16 (-0.09, 0.40)
T2 APT Information	Adjusted mean difference	-0.03 (-1.18, 1.17)	-0.02 (-1.06, 1.02)
	ES_conditional*	-0.01 (-0.25, 0.23)	0.03 (-0.22, 0.27)
	ES_unconditional**	-0.01 (-0.26, 0.25)	0.02 (-0.23, 0.27)
T2 APT Grammar	Adjusted mean difference	0.05 (-1.22, 1.34)	0.06 (-1.02, 1.14)
	ES_conditional*	0.01 (-0.24, 0.26)	0.01 (-0.23, 0.26)
	ES_unconditional**	0.01 (-0.24, 0.25)	0.01 (-0.23, 0.25)
BESSI BA	Adjusted mean difference	-0.39 (-1.17, 0.40)	-0.40 (-1.02, 0.23)
	ES_conditional*	-0.14 (-0.42, 0.14)	-0.14 (-0.42, 0.14)
	ES_unconditional**	-0.14 (-0.40, 0.13)	-0.14 (-0.40, 0.13)
BESSI LC	Adjusted mean difference	-0.13 (-0.35, 0.09)	-0.13 (-0.37, 0.10)
	ES_conditional*	-0.12 (-0.33, 0.09)	-0.13 (-0.34, 0.08)
	ES_unconditional**	-0.11 (-0.37, 0.15)	-0.12 (-0.38, 0.15)
BESSI DLS	Adjusted mean difference	-0.15 (-0.40, 0.09)	-0.17 (-0.42, 0.08)
	ES_conditional*	-0.14 (-0.36, 0.09)	-0.14 (-0.37, 0.08)
	ES_unconditional**	-0.13 (-0.38, 0.12)	-0.14 (-0.39, 0.11)

BESSI FS	Adjusted mean difference	-0.15 (-0.44, 0.15)	-0.12 (-0.38, 0.15)
	ES_conditional*	-0.12 (-0.38, 0.13)	-0.11 (-0.36, 0.14)
	ES_unconditional**	-0.12 (-0.4, 0.16)	-0.11 (-0.39, 0.18)
BESSI Total	Adjusted mean difference	-0.77 (-1.9, 0.37)	-0.82 (-1.87, 0.22)
	ES_conditional*	-0.16 (-0.41, 0.08)	-0.16 (-0.41, 0.08)
	ES_unconditional**	-0.15 (-0.43, 0.13)	-0.15 (-0.43, 0.13)
T2 LS EV	Adjusted mean difference	0.40 (-0.16, 0.97)	0.43 (-0.16, 1.02)
	ES_conditional*	0.15 (-0.06, 0.35)	0.16 (-0.05, 0.37)
	ES_unconditional**	0.10 (-0.15, 0.34)	0.11 (-0.14, 0.35)
T2 LS RV	Adjusted mean difference	-0.17 (-0.79, 0.45)	-0.14 (-0.73, 0.45)
	ES_conditional*	-0.06 (-0.29, 0.17)	-0.05 (-0.28, 0.17)
	ES_unconditional**	-0.05 (-0.29, 0.19)	-0.04 (-0.28, 0.19)
T2 LS LC	Adjusted mean difference	-0.12 (-0.87, 0.62)	-0.07 (-0.71, 0.58)
	ES_conditional*	-0.04 (-0.29, 0.21)	-0.03 (-0.28, 0.21)
	ES_unconditional**	-0.03 (-0.29, 0.23)	-0.02 (-0.28, 0.23)
T2 LS SR	Adjusted mean difference	-0.02 (-0.65, 0.61)	-0.06 (-0.65, 0.53)
	ES_conditional*	-0.01 (-0.24, 0.22)	-0.02 (-0.26, 0.22)
	ES_unconditional**	-0.01 (-0.28, 0.26)	-0.01 (-0.29, 0.26)

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

Appendix table 28: Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test, age variable and interaction term used for age adjustment analysis as covariate.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Coefficient of Age:Intervention Interaction term, confidence intervals
T2 LS latent variable	Adjusted mean difference	0.08 (-0.33, 0.49)	-0.03 (-0.14, 0.07)
	ES_conditional*	0.05 (-0.20, 0.29)	-0.04 (-0.14, 0.06)
	ES_unconditional**	0.03 (-0.23, 0.28)	
T2 HLE	Adjusted mean difference	-0.67 (-2.61, 1.27)	-0.06 (-0.64, 0.51)
	ES_conditional*	-0.10 (-0.40, 0.21)	-0.06 (-0.64, 0.51)
	ES_unconditional**	-0.07 (-0.35, 0.21)	
T2 CELF EV	Adjusted mean difference	0.23 (-0.81, 1.28)	0.06 (-0.25, 0.37)
	ES_conditional*	0.05 (-0.16, 0.25)	0.07 (-0.23, 0.37)
	ES_unconditional**	0.03 (-0.22, 0.29)	
T2 BPVS	Adjusted mean difference	1.92 (-1.18, 5.07)	0.50 (-0.29, 1.28)
	ES_conditional*	0.15 (-0.10, 0.41)	0.53 (-0.23, 1.30)
	ES_unconditional**	0.11 (-0.14, 0.36)	
T2 APT Information	Adjusted mean difference	-0.03 (-1.18, 1.17)	-0.20 (-0.50, 0.11)
	ES_conditional*	0.01 (-0.25, 0.23)	-0.16 (-0.47, 0.15)
	ES_unconditional**	-0.01 (-0.26, 0.25)	
T2 APT Grammar	Adjusted mean difference	0.05 (-1.22, 1.34)	-0.19 (-0.51, 0.13)
	ES_conditional*	0.01 (-0.24, 0.26)	-0.20 (-0.51, 0.11)
	ES_unconditional**	0.01 (-0.24, 0.25)	
BESSI BA	Adjusted mean difference	-0.39 (-1.17, 0.40)	-0.04 (-0.22, 0.14)
	ES_conditional*	-0.14 (-0.42, 0.14)	-0.08 (-0.25, 0.10)
	ES_unconditional**	-0.14 (-0.40, 0.13)	

BESSI LC	Adjusted mean difference	-0.13 (-0.35, 0.09)	0.03 (-0.04, 0.10)
	ES_conditional*	-0.12 (-0.33, 0.09)	0.02 (-0.04, 0.09)
	ES_unconditional**	-0.11 (-0.37, 0.15)	
BESSI DLS	Adjusted mean difference	-0.15 (-0.40, 0.09)	-0.01 (-0.08, 0.06)
	ES_conditional*	-0.14 (-0.36, 0.09)	-0.01 (-0.08, 0.06)
	ES_unconditional**	-0.13 (-0.38, 0.12)	
BESSI FS	Adjusted mean difference	-0.15 (-0.44, 0.15)	0.00 (-0.07, 0.08)
	ES_conditional*	-0.12 (-0.38, 0.13)	0.00 (-0.07, 0.08)
	ES_unconditional**	-0.12 (-0.4, 0.16)	
BESSI Total	Adjusted mean difference	-0.77 (-1.9, 0.37)	-0.02 (-0.32, 0.29)
	ES_conditional*	-0.16 (-0.41, 0.08)	-0.07 (-0.36, 0.23)
	ES_unconditional**	-0.15 (-0.43, 0.13)	
T2 LS EV	Adjusted mean difference	0.40 (-0.16, 0.97)	-0.06 (-0.24, 0.11)
	ES_conditional*	0.15 (-0.06, 0.35)	-0.08 (-0.25, 0.09)
	ES_unconditional**	0.10 (-0.15, 0.34)	
T2 LS RV	Adjusted mean difference	-0.17 (-0.79, 0.45)	-0.11 (-0.28, 0.06)
	ES_conditional*	-0.06 (-0.29, 0.17)	-0.11 (-0.28, 0.06)
	ES_unconditional**	-0.05 (-0.29, 0.19)	
T2 LS LC	Adjusted mean difference	-0.12 (-0.87, 0.62)	0.06 (-0.13, 0.25)
	ES_conditional*	-0.04 (-0.29, 0.21)	0.02 (-0.15, 0.22)
	ES_unconditional**	-0.03 (-0.29, 0.23)	
T2 LS SR	Adjusted mean difference	-0.02 (-0.65, 0.61)	0.01 (-0.17, 0.18)
	ES_conditional*	-0.01 (-0.24, 0.22)	0.03 (-0.13, 0.19)
	ES_unconditional**	-0.01 (-0.28, 0.26)	

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

Sex adjustment analysis (Full sample - immediate post-test)

Appendix table 29: Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and sex variable used for sex adjustment analysis as covariate.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + Sex variable, confidence intervals
T2 LS latent variable	Adjusted mean difference	0.08 (-0.33, 0.49)	0.07 (-0.29, 0.44)
	ES_conditional*	0.05 (-0.20, 0.29)	0.05 (-0.20,0.29)
	ES_unconditional**	0.03 (-0.23, 0.28)	0.03 (-0.23, 0.28)
T2 HLE	Adjusted mean difference	-0.67 (-2.61, 1.27)	-0.74 (-2.71, 1.22)
	ES_conditional*	-0.10 (-0.40, 0.21)	-0.11 (-0.41, 0.20)
	ES_unconditional**	-0.07 (-0.35, 0.21)	-0.08 (-0.36, 0.21)
T2 CELF EV	Adjusted mean difference	0.23 (-0.81, 1.28)	0.28 (-0.77, 1.32)
	ES_conditional*	0.05 (-0.16, 0.25)	0.06 (-0.15, 0.27)
	ES_unconditional**	0.03 (-0.22, 0.29)	0.04 (-0.21, 0.29)
T2 BPVS	Adjusted mean difference	1.92 (-1.18, 5.07)	2.08 (-0.68, 4.83)
	ES_conditional*	0.15 (-0.10, 0.41)	0.17 (-0.06, 0.39)
	ES_unconditional**	0.11 (-0.14, 0.36)	0.13 (-0.12, 0.37)
T2 APT Information	Adjusted mean difference	-0.03 (-1.18, 1.17)	-0.13 (-1.18, 0.92)
	ES_conditional*	-0.01 (-0.25, 0.23)	0.01 (-0.24, 0.25)
	ES_unconditional**	-0.01 (-0.26, 0.25)	0.01 (-0.25, 0.26)
T2 APT Grammar	Adjusted mean difference	0.05 (-1.22, 1.34)	-0.05 (-1.13, 1.04)
	ES_conditional*	0.01 (-0.24, 0.26)	0.00 (-0.25, 0.24)
	ES_unconditional**	0.01 (-0.24, 0.25)	0.00 (-0.25, 0.24)
BESSI BA	Adjusted mean difference	-0.39 (-1.17, 0.40)	-0.41 (-1.03, 0.20)
	ES_conditional*	-0.14 (-0.42, 0.14)	-0.14 (-0.43, 0.14)
	ES_unconditional**	-0.14 (-0.40, 0.13)	-0.14 (-0.41, 0.13)
BESSI LC	Adjusted mean difference	-0.13 (-0.35, 0.09)	-0.13 (-0.36, 0.10)
	ES_conditional*	-0.12 (-0.33, 0.09)	-0.13 (-0.34, 0.08)
	ES_unconditional**	-0.11 (-0.37, 0.15)	-0.11 (-0.38, 0.15)
BESSI DLS	Adjusted mean difference	-0.15 (-0.40, 0.09)	-0.17 (-0.41, 0.08)
	ES_conditional*	-0.14 (-0.36, 0.09)	-0.14 (-0.36 ,0.09)
	ES_unconditional**	-0.13 (-0.38, 0.12)	-0.13 (-0.38 ,0.12)
BESSI FS	Adjusted mean difference	-0.15 (-0.44, 0.15)	-0.13 (-0.40, 0.13)
	ES_conditional*	-0.12 (-0.38, 0.13)	-0.12 (-0.38, 0.13)
	ES_unconditional**	-0.12 (-0.4, 0.16)	-0.12 (-0.40, 0.17)
BESSI Total	Adjusted mean difference	-0.77 (-1.9, 0.37)	-0.84 (-1.87, 0.18)
	ES_conditional*	-0.16 (-0.41, 0.08)	-0.17 (-0.42, 0.08)
	ES_unconditional**	-0.15 (-0.43, 0.13)	-0.15 (-0.43, 0.13)
T2 LS EV	Adjusted mean difference	0.40 (-0.16, 0.97)	0.40 (-0.18, 0.99)
	ES_conditional*	0.15 (-0.06, 0.35)	0.15 (-0.06, 0.36)
	ES_unconditional**	0.10 (-0.15, 0.34)	0.10 (-0.14, 0.34)
T2 LS RV	Adjusted mean difference	-0.17 (-0.79, 0.45)	-0.17 (-0.75, 0.42)
	ES_conditional*	-0.06 (-0.29, 0.17)	-0.06 (-0.29, 0.17)
	ES_unconditional**	-0.05 (-0.29, 0.19)	-0.05 (-0.28, 0.19)
T2 LS LC	Adjusted mean difference	-0.12 (-0.87, 0.62)	-0.12 (-0.77, 0.52)

	ES_conditional*	-0.04 (-0.29, 0.21)	-0.05 (-0.30, 0.20)
	ES_unconditional**	-0.03 (-0.29, 0.23)	-0.03 (-0.29, 0.22)
T2 LS SR	Adjusted mean difference	-0.02 (-0.65, 0.61)	-0.04 (-0.63. 0.54)
	ES_conditional*	-0.01 (-0.24, 0.22)	-0.01 (-0.24, 0.22)
	ES_unconditional**	-0.01 (-0.28, 0.26)	-0.01 (-0.28, 0.26)

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

Appendix table 30: Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test, sex variable and interaction term used for sex adjustment analysis as covariate.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Coefficient of Sex:Intervention Interaction term, confidence intervals
T2 LS latent variable	Adjusted mean difference	0.08 (-0.33, 0.49)	-0.37 (-1.10, 0.37)
	ES_conditional*	0.05 (-0.20, 0.29)	-0.34 (-1.02, 0.42)
	ES_unconditional**	0.03 (-0.23, 0.28)	
T2 HLE	Adjusted mean difference	-0.67 (-2.61, 1.27)	-0.95 (-4.94, 3.05)
	ES_conditional*	-0.10 (-0.40, 0.21)	-0.95 (-4.89, 2.99)
	ES_unconditional**	-0.07 (-0.35, 0.21)	
T2 BPVS	Adjusted mean difference	1.92 (-1.18, 5.07)	-1.18 (-6.73, 4.36)
	ES_conditional*	0.15 (-0.10, 0.41)	-0.94 (-6.43, 4.50)
	ES_unconditional**	0.11 (-0.14, 0.36)	
T2 APT Information	Adjusted mean difference	-0.03 (-1.18, 1.17)	-0.64 (-2.75, 1.48)
	ES_conditional*	0.01 (-0.25, 0.23)	-0.66 (-2.73, 1.41)
	ES_unconditional**	-0.01 (-0.26, 0.25)	
T2 APT Grammar	Adjusted mean difference	0.05 (-1.22, 1.34)	-0.02 (-2.20, 2.16)
	ES_conditional*	0.01 (-0.24, 0.26)	-0.19 (-2.32, 1.97)
	ES_unconditional**	0.01 (-0.24, 0.25)	
BESSI BA	Adjusted mean difference	-0.39 (-1.17, 0.40)	-0.53 (-1.77, 0.71)
	ES_conditional*	-0.14 (-0.42, 0.14)	-0.70 (-1.88, 0.49)
	ES_unconditional**	-0.14 (-0.40, 0.13)	
BESSI LC	Adjusted mean difference	-0.13 (-0.35, 0.09)	0.09 (-0.38, 0.56)
	ES_conditional*	-0.12 (-0.33, 0.09)	0.08 (-0.36, 0.52)
	ES_unconditional**	-0.11 (-0.37, 0.15)	
BESSI DLS	Adjusted mean difference	-0.15 (-0.40, 0.09)	-0.21 (-0.71, 0.29)
	ES_conditional*	-0.14 (-0.36, 0.09)	-0.18 (-0.67, 0.30)
	ES_unconditional**	-0.13 (-0.38, 0.12)	
BESSI FS	Adjusted mean difference	-0.15 (-0.44, 0.15)	0.33 (-0.20, 0.87)
	ES_conditional*	-0.12 (-0.38, 0.13)	0.30 (-0.22, 0.83)
	ES_unconditional**	-0.12 (-0.4, 0.16)	
BESSI Total	Adjusted mean difference	-0.77 (-1.9, 0.37)	-0.33 (-2.39, 1.74)
	ES_conditional*	-0.16 (-0.41, 0.08)	-0.42 (-2.37, 1.56)
	ES_unconditional**	-0.15 (-0.43, 0.13)	
T2 LS EV	Adjusted mean difference	0.40 (-0.16, 0.97)	-0.01 (-1.19, 1.17)
	ES_conditional*	0.15 (-0.06, 0.35)	-0.06 (-1.21, 1.09)
	ES_unconditional**	0.10 (-0.15, 0.34)	
T2 LS RV	Adjusted mean difference	-0.17 (-0.79, 0.45)	-0.96 (-2.13, 0.21)

	ES_conditional*	-0.06 (-0.29, 0.17)	-0.94 (-2.10, 0.21)
	ES_unconditional**	-0.05 (-0.29, 0.19)	
T2 LS LC	Adjusted mean difference	-0.12 (-0.87, 0.62)	-0.94 (-2.24, 0.35)
	ES_conditional*	-0.04 (-0.29, 0.21)	-0.80 (-2.07, 0.47)
	ES_unconditional**	-0.03 (-0.29, 0.23)	
T2 LS SR	Adjusted mean difference	-0.02 (-0.65, 0.61)	0.12 (-1.06, 1.31)
	ES_conditional*	-0.01 (-0.24, 0.22)	0.41 (-0.70, 1.51)
	ES_unconditional**	-0.01 (-0.28, 0.26)	

**Unconditional model is included in the report as the main analyses

*Conditional model is done as sensitivity analysis

For "T2 CELF EV" outcome, the model without parents in the control group who has seen or used the PACT materials does not converge: Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects.

Age adjustment analysis (EYPP subgroup – immediate post-test)

Appendix table 31. Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and age variable as covariate for the subgroup eligible for EYPP.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + age variable, confidence intervals
T2 CELF EV	Adjusted mean difference	0.15 (-2.50, 2.80)	0.23 (-2.43, 2.90)
	ES_conditional*	0.07 (-0.57, 0.71)	0.08 (-0.56, 0.72)
	ES_unconditional**	0.05 (-0.46, 0.56)	0.06 (-0.45, 0.58)
T2 BPVS	Adjusted mean difference	3.61 (-3.32, 10.54)	2.93 (-4.34, 10.19)
	ES_conditional*	0.25 (-0.40, 0.91)	0.19 (-0.42, 0.80)
	ES_unconditional**	0.20 (-0.28, 0.68)	0.16 (-0.33, 0.64)
T2 APT Information	Adjusted mean difference	0.33 (-2.22, 2.89)	0.29 (-2.29, 2.87)
	ES_conditional*	0.12 (-0.56, 0.81)	0.11 (-0.57, 0.80)
	ES_unconditional**	0.11 (-0.40, 0.61)	0.10 (-0.41, 0.60)
BESSI BA	Adjusted mean difference	-1.25 (-3.18, 0.68)	-1.28 (-3.23, 0.67)
	ES_conditional*	-0.49 (-1.24, 0.25)	-0.49 (-1.24, 0.25)
	ES_unconditional**	-0.49 (-1.08, 0.10)	-0.50 (-1.08, 0.09)
BESSI LC	Adjusted mean difference	-0.49 (-1.23, 0.25)	-0.50 (-1.25, 0.25)
	ES_conditional*	-0.34 (-1.02, 0.34)	-0.33 (-1.01, 0.34)
	ES_unconditional**	-0.30 (-0.85, 0.24)	-0.30 (-0.85, 0.25)
BESSI DLS	Adjusted mean difference	-0.60 (-1.45, 0.25)	-0.59 (-1.44, 0.27)
	ES_conditional*	-0.43 (-1.31, 0.45)	-0.43 (-1.31, 0.45)
	ES_unconditional**	-0.43 (-1.02, 0.16)	-0.43 (-1.02, 0.16)
BESSI FS	Adjusted mean difference	-0.31 (-1.22, 0.59)	-0.33 (-1.24, 0.59)
	ES_conditional*	-0.30 (-0.98, 0.37)	-0.29 (-0.97, 0.38)
	ES_unconditional**	-0.29 (-0.89, 0.32)	-0.28 (-0.89, 0.33)
BESSI Total	Adjusted mean difference	-2.66 (-6.21, 0.90)	-2.69 (-6.29, 0.91)
	ES_conditional*	-0.56 (-1.30, 0.19)	-0.55 (-1.30, 0.19)
	ES_unconditional**	-0.53 (-1.13, 0.07)	-0.53 (-1.13, 0.07)
T2 LS EV	Adjusted mean difference	-0.79 (-2.40, 0.83)	-0.80 (-2.43, 0.83)
	ES_conditional*	-0.27 (-0.97, 0.43)	-0.28 (-0.97, 0.42)
	ES_unconditional**	-0.21 (-0.73, 0.31)	-0.22 (-0.74, 0.31)
T2 LS RV	Adjusted mean difference	-0.18 (-1.66, 1.29)	-0.44 (-2.04, 1.17)
	ES_conditional*	-0.12 (-0.74, 0.51)	-0.14 (-0.77, 0.50)
	ES_unconditional**	-0.10 (-0.67, 0.47)	-0.11 (-0.68, 0.46)
T2 LS LC	Adjusted mean difference	0.19 (-1.37, 1.76)	0.17 (-1.39, 1.73)
	ES_conditional*	0.00 (-0.72, 0.71)	-0.02 (-0.71, 0.67)
	ES_unconditional**	0.00 (-0.50, 0.49)	-0.01 (-0.51, 0.48)
T2 LS SR	Adjusted mean difference	0.94 (-0.55, 2.43)	0.88 (-0.54, 2.29)
	ES_conditional*	0.27 (-0.39, 0.92)	0.22 (-0.45, 0.90)
	ES_unconditional**	0.20 (-0.31, 0.72)	0.16 (-0.35, 0.67)

For "T2 LS Latent", "HLE 2" and "T2 APT" Grammar Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects i.e., model doesn't converge.

Sex adjustment analysis (EYPP subgroup – immediate post-test)

Appendix table 32. Analysis for immediate post-test measures reflecting adjusted mean difference between groups, effect size using conditional and unconditional variances, for both the usual MLM model in pre-test only as covariate, and for the model with pre-test and sex variable as covariate <u>for the subgroup eligible for EYPP</u>.

Outcomes	Parameters	Effect size (ES) for model with pre-test, Confidence intervals	Effect size (ES) for model with pre-test + sex variable, confidence intervals
Immediate post-test LS latent variable (T2)	Adjusted mean difference	-0.03 (-1.04, 0.99)	-0.01 (-1.02, 1.01)
	ES_conditional*	-0.05 (-0.79, 0.68)	-0.04 (-0.77, 0.68)
	ES_unconditional**	-0.04 (-0.56, 0.48)	-0.03 (-0.55, 0.49)
T2 CELF EV	Adjusted mean difference	0.15 (-2.50, 2.80)	0.23 (-2.42, 2.88)
	ES_conditional*	0.07 (-0.57, 0.71)	0.07 (-0.56, 0.71)
	ES_unconditional**	0.05 (-0.46, 0.56)	0.06 (-0.46, 0.57)
T2 BPVS	Adjusted mean difference	3.61 (-3.32, 10.54)	2.72 (-4.67, 10.11)
	ES_conditional*	0.25 (-0.40, 0.91)	0.17 (-0.44, 0.77)
	ES_unconditional**	0.20 (-0.28, 0.68)	0.14 (-0.34, 0.62)
T2 APT Information	Adjusted mean difference	0.33 (-2.22, 2.89)	0.31 (-2.26, 2.88)
	ES_conditional*	0.12 (-0.56, 0.81)	0.12 (-0.56, 0.81)
	ES_unconditional**	0.11 (-0.40, 0.61)	0.11 (-0.40, 0.61)
T2 APT Grammar	Adjusted mean difference	2.28 (-0.18, 4.74)	2.28 (-0.20, 4.77)
	ES_conditional*	0.45 (-0.39, 1.30)	0.45 (-0.39, 1.29)
	ES_unconditional**	0.36 (-0.14, 0.87)	0.36 (-0.14, 0.87)
BESSI BA	Adjusted mean difference	-1.25 (-3.18, 0.68)	-1.30 (-3.21, 0.60)
	ES_conditional*	-0.49 (-1.24, 0.25)	-0.50 (-1.27, 0.26)
	ES_unconditional**	-0.49 (-1.08, 0.10)	-0.49 (-1.08, 0.1)
BESSI LC	Adjusted mean difference	-0.49 (-1.23, 0.25)	-0.52 (-1.24, 0.21)
	ES_conditional*	-0.34 (-1.02, 0.34)	-0.33 (-0.99, 0.33)
	ES_unconditional**	-0.30 (-0.85, 0.24)	-0.29 (-0.84 0.26
BESSI DLS	Adjusted mean difference	-0.60 (-1.45, 0.25)	-0.64 (-1.46, 0.18)
	ES_conditional*	-0.43 (-1.31, 0.45)	-0.49 (-1.37, 0.39)
	ES_unconditional**	-0.43 (-1.02, 0.16)	-0.46 (-1.05, 0.12)
BESSI FS	Adjusted mean difference	-0.31 (-1.22, 0.59)	-0.32 (-1.23, 0.59)
	ES_conditional*	-0.30 (-0.98, 0.37)	-0.31 (-0.98, 0.37)
	ES_unconditional**	-0.29 (-0.89, 0.32)	-0.29 (-0.90, 0.31)
BESSI Total	Adjusted mean difference	-2.66 (-6.21, 0.90)	-2.78 (-6.26, 0.70)
	ES_conditional*	-0.56 (-1.30, 0.19)	-0.59 (-1.35, 0.17)
	ES_unconditional**	-0.53 (-1.13, 0.07)	-0.55 (-1.15, 0.06)
T2 LS EV	Adjusted mean difference	-0.79 (-2.40, 0.83)	-0.71 (-2.29, 0.87)
	ES_conditional*	-0.27 (-0.97, 0.43)	-0.22 (-0.83, 0.38)
	ES_unconditional**	-0.21 (-0.73, 0.31)	-0.17 (-0.69, 0.35)
T2 LS RV	Adjusted mean difference	-0.18 (-1.66, 1.29)	-0.40 (-2.03, 1.24)
	ES_conditional*	-0.12 (-0.74, 0.51)	-0.12 (-0.74, 0.51)
	ES_unconditional**	-0.10 (-0.67, 0.47)	-0.10 (-0.67, 0.47)
T2 LS LC	Adjusted mean difference	0.19 (-1.37, 1.76)	0.18 (-1.39, 1.76)
	ES_conditional*	0.00 (-0.72, 0.71)	-0.01 (-0.66, 0.65)
	ES_unconditional**	0.00 (-0.50, 0.49)	0.00 (-0.50, 0.49)

T2 LS SR	Adjusted mean difference	0.94 (-0.55, 2.43)	0.94 (-0.57, 2.44)
	ES_conditional*	0.27 (-0.39, 0.92)	0.25 (-0.46, 0.96)
	ES_unconditional**	0.20 (-0.31, 0.72)	0.19 (-0.32, 0.71)

For "T2 LS Latent", "HLE 2" and "T2 APT" Grammar Profiling over both the residual variance and fixed effects is not numerically consistent with profiling over the fixed effects i.e., model doesn't converge.