

Commended paper; world-leading educational research at Staffordshire University:

A paper co-authored by Geoff Pugh and Jean Mangan (Staffordshire University) and John Gray (Cambridge University) was “Commended” at the September 2012 Conference of the British Educational Research Association. Each year, in the “Best Paper” awards, one research paper is selected as the “Best paper” and two more are “Commended”.

This study, on the effects of increasing per pupil spending on GCSE results in the last decade, began with research commissioned by the Value for Money Unit of the then Department for Children, Schools and Families. The subsequent report attracted a high level of media attention, being featured in the *Times Educational Supplement* (07/09/2007 and 14/09/2007) and reported in five national newspapers as well as on national radio and TV (including an interview with Professor Pugh on the Today Programme (07/09/2007)). This publicity resulted in a large number of requests for the research; from, amongst others, academics, practitioners and both Houses of Parliament.

A paper developed from this report was later published in the *British Educational Research Journal* (Vol.37, No.1; February 2011), which is Europe’s top-rated journal in education research: Do increased resources increase educational attainment during a period of rising expenditure? “Commendation” of this study is public recognition that the quality of the research is “*world-leading in terms of originality, significance and rigour*”, to quote the Research Excellence Framework criterion for top-rated (4*) work.

The study found that additional funding does increase attainment but that the effect is very small.

Professor Geoff Pugh is Director of the Centre for Applied Business Research, Staffordshire University (CABR); Professor Jean Mangan is Professor of Education Economics in the Institute for Educational Policy Research (IEPR), Staffordshire University; and Professor John Gray is a former Dean of the Cambridge University Faculty of Education.

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