

School uniform

Unclear impact for very low cost based on insufficient evidence

School uniform is the clothing that pupils are required to wear at school.

Implementation cost



Evidence strength



Impact (months)



Technical Appendix

There is extremely limited evidence on the impact of school uniform on attainment outcomes. For topics with extremely low evidence, a month's progress figure is not displayed. Only 7 studies were found that met the inclusion criteria for the Toolkit.

These studies were:

- Blanding-Stewart Patricia (2015) The effect of a re-implemented student dress code policy on Keystone Algebra Examination scores: Students' and other stakeholders' perceptions of the effect of a re implemented high school dress code policy on school safety, discipline, and the learning environment.
- Draa Virginia Ann Bendel (2005) School Uniforms in Urban Public High Schools.
- Gentile E and Imberman S A (2012) Dressed for success? The effect of school uniforms on student achievement and behavior. *Journal of Urban Economics* 71(1), 1-17
- Monroe Frankie J (2009) The impact of uniform dress code on attendance, discipline, and academic achievement among students in a South Texas high school.
- Proctor J R (2013) Quantitative analysis of standardized dress code and minority academic achievement.
- Ward Ella Porter (1999) Mandatory uniform dress code implementation and the impact on attendance, achievement, and perceptions of classroom environment.
- Ward Ella Porter (1999) Mandatory uniform dress code implementation and the impact on attendance, achievement, and perceptions of classroom environment.

The criteria used to judge the inclusion of a study are:

- The population sampled involved early years and school age learners from 3-18 learning in their first language.
- The intervention or approach being tested was educational in nature, including named or clearly defined programmes and recognisable approaches classifiable according to the Toolkit strand definitions (e.g. peer tutoring or small group teaching). The intervention or approach is undertaken in a normal educational setting or environment for the learners involved, such as a nursery or school or a typical setting (e.g. an outdoor field centre or museum).
- A valid comparison was made between those receiving the educational intervention or approach and those not receiving it.

- Outcomes include the assessment of educational or cognitive achievement which reports quantitative results from testing of attainment or learning outcomes, such as by standardised tests or other appropriate curriculum assessments or school examinations or appropriate cognitive measures.
- The study design provided a quantitative estimate of the impact of the intervention or approach on the educational attainment of the sample, calculated or estimated in the form of an effect size (standardised mean difference) based on a counterfactual comparison.

For the full details of the Toolkit inclusion and exclusion criteria, see page 4 of the **Protocol and Analysis Plan** (https://educationendowmentfoundation.org.uk/public/files/Toolkit/EEF_Evidence_Database_Protocol_and_Analysis_Plan_June2019.pdf).