Supplementary File 2: Effects of interventions on children’s weight-for-height, weight-for-age and height-for-age z scores

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Endline</th>
<th>Absolute change in mean z score between baseline and endline</th>
<th>Adjusted coefficient (95% CI)¹</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHZ, mean (SD)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>-1.09 (1.33)</td>
<td>-1.07 (1.64)</td>
<td>-0.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLA and home visits</td>
<td>-1.27 (1.35)</td>
<td>-1.03 (1.50)</td>
<td>-0.24</td>
<td>0.15 (-0.02-0.31)</td>
<td>0.079</td>
</tr>
<tr>
<td>Crèches, PLA and home visits</td>
<td>-1.11 (1.33)</td>
<td>-1.12 (1.29)</td>
<td>+0.01</td>
<td>-0.08 (-0.24-0.09)</td>
<td>0.328</td>
</tr>
<tr>
<td><strong>WAZ, mean (SD)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>-2.07 (1.43)</td>
<td>-2.06 (1.57)</td>
<td>-0.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLA and home visits</td>
<td>-2.09 (1.31)</td>
<td>-1.95 (1.34)</td>
<td>-0.14</td>
<td>0.14 (-0.01-0.30)</td>
<td>0.082</td>
</tr>
<tr>
<td>Crèches, PLA and home visits</td>
<td>-2.09 (1.40)</td>
<td>-1.92 (1.27)</td>
<td>-0.17</td>
<td>0.18 (0.02-0.33)</td>
<td>0.026</td>
</tr>
<tr>
<td><strong>HAZ, mean (SD)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>-2.1 (1.78)</td>
<td>-2.01 (1.96)</td>
<td>+0.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLA and home visits</td>
<td>-2.0 (1.73)</td>
<td>-2.06 (1.69)</td>
<td>-0.06</td>
<td>-0.11 (-0.31-0.09)</td>
<td>0.278</td>
</tr>
<tr>
<td>Crèches, PLA and home visits</td>
<td>-2.26 (1.73)</td>
<td>-1.96 (1.53)</td>
<td>+0.30</td>
<td>0.25 (0.05-0.46)</td>
<td>0.014</td>
</tr>
</tbody>
</table>

¹ Adjusted for baseline differences in anthropometry, child age in months (continuous), tribal/caste status (categorical), ownership of MNREGA card (binary), any maternal education (binary), asset quintile (categorical), district (categorical, fixed effect) and clustering (random effect).