

Information, Guidance & Resources

20 January 2026

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Information, Guidance & Resources

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DfE Published Statistics - Pupil Attendance in Schools

- These figures are derived from regular data automatically submitted to the DfE by participating schools on a daily basis.
- The figures are published as **official statistics in development** to give an indicative figure for the absence rate during the 2025/26 academic year from 8 September 2025.
- National level figures for the week commencing 1 September 2025 are included in underlying data of the [academic year's first publication](#). Full 2024/25 academic year and termly pupil absence data, including by characteristics, can be found in this [historical publication](#).
- This release covers the week ending 19 December 2025, the last week of the autumn term for all schools.
- The [pupil attendance dashboard](#) will be updated fortnightly, providing aggregate metrics on overall absence and reasons for absence estimated at national, regional and local authority level only. Due to the timeliness of the data, and that they are based on a subset of schools, figures are estimates that are expected to change as registers are adjusted. The data should be viewed as an early indicator for the more detailed but less frequent [Accredited Official Statistics on pupil absence](#).
- Use the '[Compare your attendance](#)' dashboard to compare with other schools in the local authority. This has been updated to show data for this current academic year. Use it to compare absence and unauthorised absence, as well as special educational needs and free school meals pupils.
- The attendance rate (proportion of possible sessions attended) was 91.03% across all schools in the week commencing 15 December 2025 (absence rate 8.9%).
- Absence was 0.51 percentage points lower across all schools when compared to the equivalent week in the last academic year ([week commencing 16 December 2024](#)). This has been driven by a 0.44 percentage point decrease in authorised absence and a 0.07 percentage point decrease in unauthorised absence.
- The data shows that the attendance rate across the 2024/25 academic year to date was 93.3%. The absence rate was, therefore, 6.7% across all schools. The rate of persistent absence was 18.2%, which is a 1.9 percentage point decrease compared to the equivalent point last academic year.

School Type	Absence Rate (w/c 15 December 2025)	Absence Rate (2025/26 academic year to date)
State funded primary	7.23% (4.85% authorised and 2.37% unauthorised)	5.19% (3.79% authorised and 1.41% unauthorised)
State funded secondary	10.69% (6.30% authorised and 4.38% unauthorised)	7.99% (5.14% authorised and 2.85% unauthorised)
State funded special	15.78% (11.40% authorised and 4.37% unauthorised)	12.86% (9.47% authorised and 3.40% unauthorised)

Elective home education and Children missing education statistics

Elective home education: autumn term 2025

- [This publication](#) provides data reported by local authorities on children of compulsory school age in elective home education (EHE) in England.
- EHE is different to Education provided by a local authority Otherwise Than At a School (EOTAS) – e.g., tuition for children who are too ill to attend school. Such children are not counted in these figures. EHE is also different to children missing education (CME) who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.
- This release is published as official statistics in development, which means that these statistics are undergoing evaluation for quality and user need. The data collection became mandatory in autumn 2024, as a relatively new collection the DfE expect the quality of the data returns to continue to improve over time as the collection becomes established..
- This publication is updated annually, the next release in winter 2026 will include termly data collected up to autumn 2026.

Headline Facts :

- There were 126,000 children in EHE on census date in autumn 2025. In the previous autumn term, there were 111,700 children electively home educated.
- 175,900 children were EHE at any point during the 2024/25 academic year. Across the previous academic year there were 153,300 children in EHE.

Children missing education: autumn term 2025/26

- [This publication](#) provides data reported by local authorities on children missing education (CME) in England.
- CME does not include pupils who are receiving suitable elective home education (EHE). CME also does not include children who are registered pupils of a school but are persistently or severely absent. Information on these children can be found in [pupil absence in schools](#).
- This release is published as official statistics in development, which means that these statistics are undergoing evaluation for quality and user need. The data collection became mandatory in autumn 2024, as a relatively new collection the DfE expect the quality of the data returns to continue to improve over time as the collection becomes established.
- This publication is updated annually, the next release in winter 2026 will include termly data collected up to autumn 2026.

Headline Facts :

- 34,700 children missed education on census date in autumn 2025. In the previous autumn term, there were 39,200 children missing education (CME).
- An estimated 143,500 children were CME at any point in the 2024/25 academic year. Across the previous academic year, there were an estimated 149,900 CME. These figures include adjustments made for non-response.

Ofsted Published Information & Data

Martyn Oliver's speech at the Livery Education Conference 2026

- Sir Martyn Oliver, Ofsted's Chief Inspector, spoke at the Livery Education Conference at Drapers' Hall. In his speech, he went through the trends being seen, Ofsted's role & changes and how he sees the bigger picture.
- Read the full speech [here](#).

State-funded school inspections and outcomes: management information

- See [here](#) for management information aggregated and published monthly, and publications of inspections and outcomes from 2005 to 2015 and 2015 to 2019.
- This has recently been updated with published management information as at 31 December 2025.

Government Consultations, Calls for Evidence & Surveys

National Professional Qualifications: call for insights & evidence

- Building on the [first call for evidence](#), the DfE are now launching a second exercise as part of the process to formally review the National Professional Qualification (NPQ) suite.
- This exercise is seeking insights or opinions on the full suite of NPQs and research evidence which may inform updates to the evidence-base underpinning the following NPQ frameworks:
 - NPQ Leading teacher development (NPQLTD)
 - NPQ Leading teaching (NPQLT)
 - NPQ Leading behaviour and culture (NPQLBC)
 - NPQ Leading literacy (NPQLL)
 - NPQ Leading primary maths (NPQLPM)
 - NPQ Early years leadership (NPQEYL)
 - NPQ Special educational needs co-ordinator (NPQSENCO)
- Please read and refer to the guidance at the bottom of this page when completing your survey response
- See [here](#) for more information and the link to share your views (which **closes on 20 February 2026**).

Consultation on staffing of breakfast clubs

- The DfE are working with the [Open Innovation Team](#) to gather insights on how breakfast clubs are staffed and delivered in primary schools. This work will help shape future DfE policy, guidance and support for schools. It will also inform the expansion of the [free breakfast club programme](#).
- The DfE are particularly keen to hear from teaching assistants and support staff.
- The survey is open until **Friday 30 January 2026**. Take part by completing a short online [survey](#) or joining an online focus group or brief interview (register via the survey)
- This is not limited to Early Adopter Schools - all schools are welcome to take part. Participation is voluntary, and all responses are anonymous. No individual school will be identified.

User research on school performance & reporting

- The DfE are inviting school, trust, and FE college leaders to share their views on how information about schools and colleges is presented.
- The research will explore
 - Ways to improve how we share information about schools and colleges; and
 - Developing 'profiles' for schools and colleges to help provide a more rounded picture of education provision.
- Please complete [this short form](#) if you would like to share your perspective. A researcher will then contact you to arrange a session

News & Updates to National Guidance

Welcome back email from the Secretary of State

- The Secretary of State has written to all schools to welcome them back for the spring term. Read the email [here](#)
- To receive updates from the Secretary of State directly, sign up [here](#).

Youth Matters: Your National Youth Strategy

- The government has launched, '[Youth Matters: Your National Youth Strategy](#)'.
- This is a 10-year plan to ensure every young person across the country has somewhere to go, someone who cares for them and a community they feel part of.
- The strategy was co-produced with young people and the sector, drawing on the voices of over 14,000 young people of the ages 10 to 21 and up to 25 for those with SEND. These insights inform the '[State of the Nation report](#)'.
- The DfE ask that you share the strategy with young people, trusted adults, educational establishments by:
 - reading and sharing the '[Youth Matters: Your National Youth Strategy](#)'
 - having a discussion with your class, youth club or group, using the supporting [toolkit](#).
 - encouraging them to complete a feedback form, sharing their views on the strategy – [sector professional](#), [practitioner session](#) and [young person](#)

School Support Staff Negotiating Body (SSSNB)

- The SSSNB will be a statutory negotiating body for school support staff. They will negotiate pay & conditions and advise on training and career progression. See [here](#) for more information.

Prepare your education estate for the PSTN & ISDN switch-off

- The public switched telephone network (PSTN), integrated services digital network (ISDN) and copper broadband services will be **switched off by January 2027**. The switch-off is industry-led and your local network supplier should contact you well in advance of the switch-off.
- To prepare for this, schools, colleges and other public-sector estates should audit their sites to identify where these are still used. Where appropriate, they should switch to a digital service, such as voice over internet protocol (VoIP).
- See [here](#) for guidance on auditing your estate to help you replace copper-based internet services before PSTN and ISDN are switched off in 2027.

RISE support for improving attainment in schools

- How schools can improve attainment using regional improvement for standards and excellence (RISE) resources can be found [here](#).
- Maths resources and a link to a writing framework webinar recording have recently been added to the available resources.

Employment Rights Act 2025

- The Employment Rights Bill received Royal Assent on Thursday, 18 December 2025 and is now the Employment Rights Act 2025.
- The Employment Rights Act will modernise trade union legislation and transform workplace law for the 21st century.
- Whilst there have been some immediate changes because of the Act, most changes will be introduced gradually over a two-year period. See [here](#) for the full list of reforms to be introduced.

News & Updates to National Guidance

Mobile phones in schools

- How schools can prohibit the use of mobile phones throughout the school day is published [here](#). This includes the following documents:
 - **Mobile phones in schools** (recently updated) which explains how to develop, implement & maintain a policy that prohibits the use of mobile phones in schools.
 - **Communicating your policy for prohibiting the use of mobile phones in schools to parents** (replaces the '*Mobile phones in schools: toolkit for schools*') - guidance on how to communicate with parents about your policy and facts & figures to support discussions.
 - **'Creating a mobile phone-free environment: school case studies** - gives examples of how primary and secondary schools have successfully implemented a mobile phone free-school environment.
- This guidance should be read alongside the guidance on [behaviour in schools](#) and [keeping children safe in education](#).
- In addition, the government have announced they will be launching a consultation on children's social media use and bans phones in schools to protect young people's wellbeing and ensure safer online experiences. Read the full press release [here](#).

Education Record App

- The government recently announced that from summer 2026, every year 11 student in England will be able to see their GCSE exam results on a new app. Read the full press release [here](#).

Generative AI; produce safety standards

- Guidance on the capabilities and features that generative AI products and systems should meet to be considered safe for users in educational settings have been published [here](#).
- These standards are for edtech developers and suppliers to schools and colleges. Schools and colleges may also find them helpful in assessing which AI products are safe for use in education.
- Please also refer to [Generative artificial intelligence \(AI\) in education](#).
- The Education Secretary, Bridget Phillipson, also spoke to the Global AI Safety Summit on 19 January 2026. Read the full speech [here](#).

Reasonable use of force in schools

- Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff is published [here](#).
- Information now includes '*Restrictive interventions, including use of reasonable force, in schools*' which comes into force on 1 April 2026. The document, '*Use of reasonable force in schools*' remains effective until 31 March 2026.
- See [here](#) for the government's consultation response, "*use of reasonable force and other restrictive interventions*".

Net capacity assessment programme for primary schools

- Information about the net capacity assessment (NCA) programme, when school site visits will take place and how to read your NCA report can be found [here](#). Information includes an updated tranche list of dates for school site visits.

News & Updates to National Guidance

Risk protection arrangement for schools

- See here for information on the how public sector schools can join the risk protection arrangement (RPA), an alternative to commercial insurance, which may save time and money.
- Information has recently been updated with annual membership costs.

National Apprenticeship Week 2026

- National Apprenticeship Week 2026 takes place from **Monday, 9 to Sunday, 15 February 2026**.
- This week-long celebration brings together businesses and apprentices across the country to shine a light on the positive impact apprenticeships make to individuals, businesses and the wider economy.
- Visit [National Apprenticeship Week 2026](#) for ideas, help and support to plan your #NAW2026 activities, including tailored resources for schools and colleges.

National Careers Service: course directory

- The [course directory](#) contains information on courses offered by learning providers who are publicly funded to deliver courses in England.
- '*Live course providers: December 2025*' and '*Live courses with regions and venues: December 2025*' have been added to the published information. Files for September 2025 have been removed.

Counter-fraud guidance for education and training providers

- Guidance on how to identify and report fraud and additional resources is published [here](#).
- Stay informed about fraud in the education sector by [signing up to fraud news & alerts from DfE](#).

Reception quality webinar series: autumn 2025

- During the 2025 autumn term, the DfE delivered a series of 6 regional improvement for standards and excellence (RISE) webinars on reception quality led by sector experts, including the Education Endowment Foundation (EEF), Ofsted and English Hubs. See the webinars [here](#).
- The aim of these free webinars is to support schools, trusts and local authority leaders to increase the number of children who achieve a good level of development (GLD) at the end of their first year in school.
- The sessions include
 - Session 1 – the importance of reception and the data available to support leaders
 - Session 2 – Strategic leadership of the early years in school: EEF shares the evidence
 - Session 3 – Key messages from Ofsted's research on strong foundations
 - Session 4 – Embedding a language rich environment and supporting early writing
 - Session 5 – Promoting good attendance routines in reception
 - Session 6 – The importance of early maths

News & Updates to National Guidance

Safety alert: copper sulphate consumption

- CLEAPSS, the advisory service supporting safe, high-quality practical work in science and design & technology, has recently responded to an increase in calls to its helpline regarding incidents with copper sulphate. Most concerningly, reports include pupils deliberately consuming the chemical.
- Actions for staff:
 - **Enforce rules:** strictly maintain "no eating or drinking" policies in all laboratories and prep rooms. This is a legal requirement under COSHH regulations.
 - **Emergency readiness:** ensure you are familiar with lab emergency procedures and have reviewed the relevant E-cards.
 - **Update documentation:** review the 2025 Hazard 027C, which includes revised safety advice for copper sulphate.
- Safer practical work – For teachers planning crystal making practical's, refer to CLEAPSS protocol PP027. This provides a safer and more reliable method for producing copper sulphate crystals within 30 minutes.
- CLEAPSS can provide health and safety guidance, model risk assessments, and training.

News & Updates to National Guidance – Finance & Funding

Schools financial value standard

- See [here](#) for information explaining the financial health and resource management standards schools need to confirm they have met in the schools financial value standard (SFVS).
- The SFVS checklist and checklist guidance have been updated for 2025-26 and added to available information.

Pupil premium

- Information on pupil premium funding, how school leaders can use it effectively and pupil premium strategy statements can be found [here](#).
- Funding rates and payment dates for the 2026-27 financial year have been added to the updated Pupil Premium overview document.

Pre-16 schools funding: 2026-27 local authority guidance

- Local authority guidance for implementing the funding system for the 2026-27 financial year is published [here](#).
- The schools operational guide has been updated to reflect the publication of the 2026-27 DSG and high needs operational guides – specifically:
 - Section 9: Low prior attainment – the value for pupils in year 7 has been confirmed
 - Section 38: High needs funding – a paragraph has been inserted in reference to the high needs national funding formula for 2026-27
 - Annex 5: split site eligibility criteria has been updated regarding additional sites per schools that are separated from the main site

Dedicated schools grant (DSG): 2026 to 2027

- See [here](#) for how much local authorities receive for DSG funding in the 2026-27 financial year and how it is calculated.

High needs funding arrangements: 2026-27

- Information for local authorities, schools and colleges about high needs funding arrangements for the 2026-27 financial and academic year is published [here](#).
- This has been updated with the '*High needs funding: 2026-27 operational guide*'

Section 251: 2025 to 2026

- Information for local authorities, schools and the general public about local authority education funding and expenditure plans for 2025-26 is published [here](#).
- The following data on the '*High needs places and funding by maintained school 2025-26*' spreadsheet has been revised and the spreadsheet replaced. Please ensure you are using the most current information:
 - Added a school that was incorrectly missed off the original data
 - Removed several academies that were incorrectly included
 - Removed several schools with no high needs places

News & Updates to National Guidance – Early Years

Early years funding benchmarking tool

- The [early years funding benchmarking tool](#) covers all local authorities in England, showing projected spending in the 2025-26 financial year to provide early entitlement places for children aged 9 months to 4 years old.
- Early years providers, parents and others can use the tool to:
 - understand the early education system in their area
 - understand local authorities' decisions
 - compare their local authority to others
- The benchmarking tool and the accompanying guide has recently been updated in line with 2025-2026 requirements.

Exemptions from the EYFS for providers & individual children

- This [guidance](#) explains when exemptions to the EYFS statutory framework apply and what early years settings must do to apply for an exemption.
- Information has recently been updated to provide further clarity on existing policies and processes.

Early years funding: 2026-27

- Information for local authorities and settings about early years funding for the 2026 to 2027 financial year can be found [here](#).
- The following updates have been made to publish information:
 - *'Early years entitlements: LA funding operational guide 2026-27'* - sections 4.1 and 4.6 updated to clarify the hourly funding rate used for the 3 & 4-year-old pass-through calculation
 - *'Early years funding pass-through calculator tool'* – additional information added to the 'Instructions' tab in the 'Instructions' box and the formula in cell C7 on the 'Pass-through calculator' tab now reflects the relevant calculation rate for 3 & 4-year-olds.

Early years qualification requirements & standards

- The following published information linked to EY qualifications have recently been updated:
 - The [qualifications that staff must hold to be included in the specified staff:child ratios](#) at levels 2, 3 and 6 of the early years foundation stage (EYFS) has been updated to remove *'Early years qualification requirements and standards: until 1 January 2026'*. The requirements currently published came into effect on 1 January 2026.
 - Guidance on the [experience based route for early years staff](#) sets out how early years providers can implement the experience-based route for staff who do not hold full and relevant qualifications. The previous 'Experience-based route for early years: non-statutory guidance' has been replaced with an updated version, following changes to the law on 1 January 2026 to include the new Ofsted inspection framework.
 - The [list of UK qualifications](#) that meet DfE criteria for counting in the early years foundation stage statutory framework staff:child ratios has been updated to remove a reference to the Ecctis early years service, which is now only for help with overseas qualifications.
 - The [check an early years qualification service](#) is for managers & practitioners to see if an early years qualification is approved as full and relevant by DfE for working in staff:child ratios in England. The service has been updated to make clear that practitioners can also use the service. A reference to UK ENIC early years services has also been removed – this is now only for help with overseas qualifications.

Published Research & Evaluations

Children of the 2020s: second survey of families at age 2

- Summary of key findings from the Children of the 2020s (COT20s) study on the home learning environment at age 2, including screen time and digital media use can be found [here](#).
- The survey collects longitudinal statistical evidence on the factors and mechanisms that influence cognitive and social-emotional development during early childhood.
- This research brief provides a summary of key findings from COT20s on the home learning environment at age 2, including screen time and digital media use. It uses data from the primary care-giver survey of the second wave of data collection from the COT20s longitudinal study, conducted when the cohort children were 2 years old.
- This study was commissioned by the DfE and conducted by Ipsos in partnership with University College London.
- [Children of the 2020s: first survey of families at age 9 months](#) is also available.

Resources & Training

Schools Webinar on disability duties

- The Council for Disabled Children has published a [webinar](#) for schools on their disability duties.
- This complements three sets of guidance on disability duties published in July. See [guides & training packages for schools on the disability duties in the Equality Act](#) for more information.
- The materials were commissioned to support inclusive practice and to help disabled pupils achieve the best possible educational and other outcomes

Attendance Webinar - Wednesday 28 January 2026 @ 11am

- Register for this attendance webinar to learn about tools and reports available in the [monitor your school attendance](#) service. This includes new features recently launched in similar schools comparison reports.
- Sign up [here](#).

National Professional Qualification webinar - Wednesday 28 January 2026 at 4pm

- Register for a webinar for all education professionals about the National Professional Qualification review, call for insights and evidence.
- Sign up [here](#).